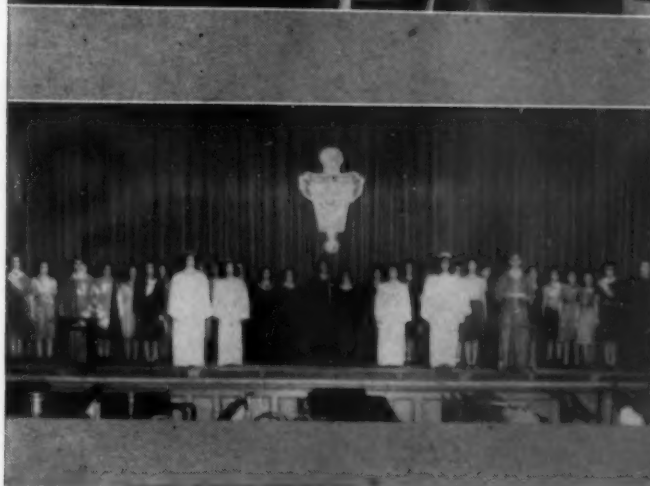


School Activities

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School Activities

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VOLUME XII, NO. 9

MAY, 1941

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As the Editor Sees It

The other day we listened to an assembly concert by a very fine high school band. And we could not help but notice how happily and enthusiastically the cymbal-crasher "did his stuff." The cymbal is one of the oldest of instruments but it has relatively few musical qualities and is rarely if ever spotlighted in solo. But it is essential and this youthful banger knew it. He had learned an excellent lesson—recognizing accepting, and discharging responsibility joyfully and successfully.

Registrar E. B. Sackett of the University of New Hampshire, feeling that the usual lecture and conference process of teaching freshmen good study and social habits was ineffective, has promoted the development of a series of appropriate skits which present the same lessons more strikingly. Maybe here's an idea for your program of orientation and assimilation of new students next fall.

If you have read the papers during the past few weeks, you will have noted the somewhat vehement pro and con discussion of post-season intercollegiate basketball. Apparently not all of the arguments are on the side of the pro's. The high school can avoid unhelpful publicity by steering clear of these events. It is our humble opinion that there is no more logic in post-season basketball than there is in post-season football—which is "out."

The Junior Chamber of Commerce (commerce club) of the West View High School, Pittsburgh, recently sponsored a "Student-Parent Vocational Night" which turned out to be one of the most outstanding educational events of the school year.

The preparation consisted of a home-room study, analysis, tentative selection of two vocations and later a "final" selection of one, the engaging of special-

ists for the occupations represented, sending of invitations to parents and several outside schools, and also appropriate letters of directions to visitors, speakers, and discussion leaders.

School was dismissed for the afternoon. An assembly program, numerous group meetings—in which a short presentation was followed by a questioning period, and a tour of the school—comprised the evening program. Later home-room discussions clinched the event.

Excellent! Not the least important part of this type of program is the participation by parents—and the education of them.

Why not plan something similar for your school next year?

Time and again comes this question: Should a full-time director of activities, dean, or guidance director also teach a class or two? We should favor such an arrangement *only* if the individual (1) were really competent to teach—a good teacher; (2) had the time for necessary preparation, teaching, and classwork; and (3) actually wanted to teach. We believe that such a contact would be valuable in more ways than one, especially in developing a deeper and a continued appreciation of the many problems the full-time teacher faces.

Due to current world events, the topic "Education for Democracy" has begun to become really vital. And this augurs well for the further development of the home room, student council, assembly, discussion and other group activities of the school which represent democratic settings. But these opportunities must be intelligently capitalized.

Well, another year's gone. Slipped away fast, didn't it? We'll be seeing you again next fall. Until then—best wishes and good luck!

Extra-Curricular Activities and Related Business Training

MDST writers on the development of the program of extra-curricular activities in the schools indicate that the attitude of administrators toward the program has passed through several phases, among which are noted at least three: indifference, active opposition, and enthusiastic support. It is indicated, further, that the approval now given the program reflects appreciation of real educational values inherent in this type of activity—values that are difficult of realization through any other approach. At one time the program may have been considered an opportunity for showmanship, or it may have been thought of as a means of dissipating excess energy and of putting to harmless use talents that otherwise might lead to interference with the orderly progress of "curricular activities. Again, it may have been regarded as an unwarranted interference with the assumed purpose of the school as represented by a mastery of Latin, mathematics, history, science, and other "regular" school subjects.

Each of these early attitudes may have been appropriate in a day when the purpose of the high school was accepted as preparation for college or at least preparation for adult life. Today, however, neither of the above statements of purpose is acceptable to a majority of school people. By far the larger part of this group insist that the function of the high school is adjustment of the pupil to his environment and that, therefore, those activities that promote intelligent analysis of his environment and rational approach to the problems which it presents are at least as valuable as the more traditional subjects. Ability to participate effectively in round table discussions, for example, is one prerequisite for the most effective citizenship in a period marked by increased leisure time for the average member of society. The large part which this activity plays in modern group life will be immediately apparent when one considers the extent to which our neighbors are members of civic clubs, P.T.A. groups, Y.M.C.A. boards, Boy Scout organizations, etc. And it can be successfully argued that our extra-curricular program presents a fine opportunity for training for effective participation in such activities.

Round table discussion represents only one of the many ways in which it may be shown that the program of extra-curricular activities can provide training for effective living in the social group. Unfortunately, we are prone

J. W. DIEFENDORF

Head of the Department of Secondary Education, University of New Mexico, Albuquerque, New Mexico

to admit or even to advocate such values and then proceed to administer the program in an indifferent manner that leaves the expected values to be realized by chance if at all. This tendency does not apply to the program of extra-curricular activities alone but is a general human characteristic that reaches into every phase of life. Many writers have pointed out that we often become so interested in the operation of an institution that we forget the values the institution was intended to realize.

Some of the real life values that should result from the program are those which are related to the handling of money. Yet, as suggested above, not often is there made an opportunity to give such training. More often, instead, the handling of funds is taken completely out of pupil hands. The writer's experience as high school visitor for a state university has convinced him that the failure of the average school to provide its pupils with training in the handling of money as a part of the extra-curricular program is due, in the first place, to a lack of appreciation of what such training would mean to the pupils. In the second place, some administrators simply do not want to be bothered with teaching the pupils proper procedures and with supervising their handling of funds. In the third place, some are afraid that pupils are unable to handle funds efficiently—a feeling that, if true, constitutes in itself a demand for training in doing so. Finally, some refrain from giving pupils this responsibility because they do not know how to set up a workable system. Prompted by a desire to help with the solution of this problem, the writer prepared a chart showing the financial relationships involved in the operation of each phase of the extra-curricular program, the dramatic club being used in this case as an illustration. Based on this chart, an art student in this institution, Miss Lois Blair, then prepared the pictograph shown on the next page.

It is readily apparent that the drawing consists fundamentally of two parts. One is concerned with collecting, banking, and accounting for all monies. For example, the treasurer of the dramatic club takes credit for all

money (fees, admissions, etc.) collected and handed him by the secretary of that club. This money he then transmits to the treasurer of the general school activity fund, receiving in return a deposit slip indicating the amount deposited. The treasurer of the school activity fund, receiving in return a deposit slip indicating the amount deposited. The treasurer of the school activity fund, as shown, deposits all monies in the local bank. As indicated above, the treasurer of the dramatic club, in one instance, takes credit for money received from the club secretary from time to time.

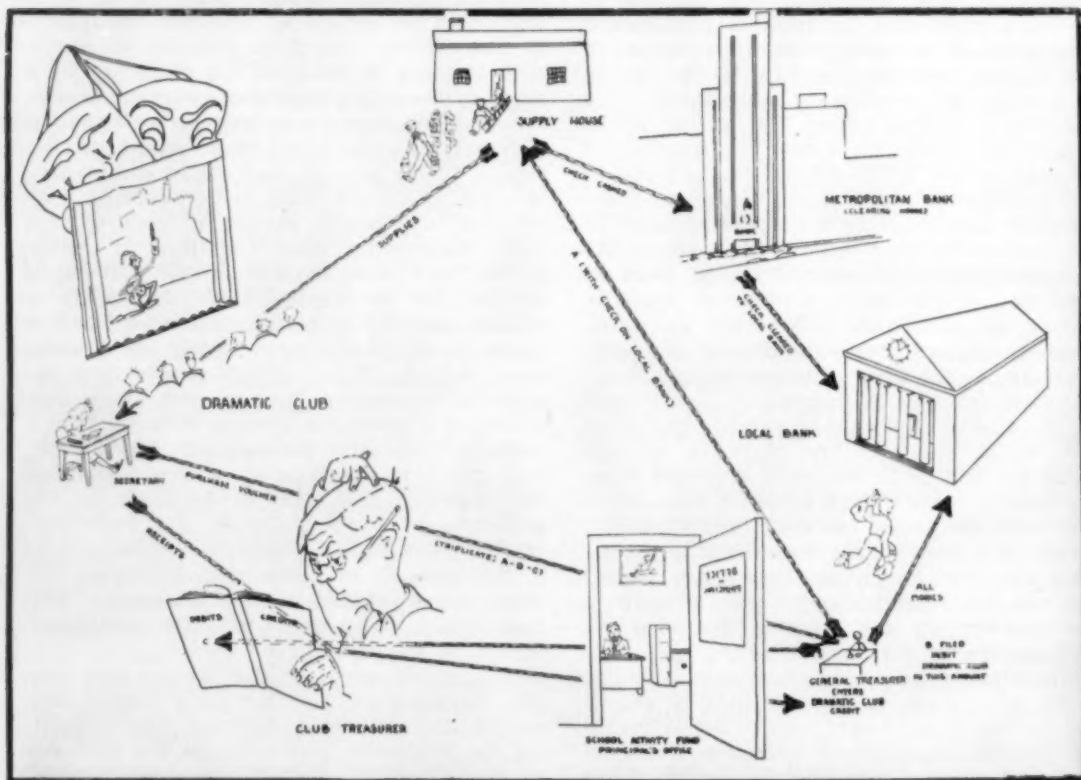
Another source of credit, in some schools, is the amount set aside for the use of this club in the annual budget prepared by the student council or other authorized agency in the school and based either upon anticipated income from all organizations which together constitute the entire extra-curricular program of the school or upon a revolving fund maintained for this purpose.

This revolving fund may be established in various ways. One or the other of the two following plans is recommended. In one, the student council sets aside a small percentage of total income each year until the fund is sufficient for the purpose. In the other, the board of education sets up the fund by direct appropriation from monies at its disposal. If a budget allowance is available, this source of credit makes it possible for an organization

such as the dramatic club, which ordinarily has little or no revenue early in the year, to spend more at a given time than the amount is has deposited with the general treasurer and yet have a favorable balance.

The second part of the drawing relates to the authorization and handling of expenditures. Forms are to be provided on which, when an expenditure has been agreed upon by the club, the secretary may prepare a disbursement order in triplicate. This order is then sent direct to the general treasurer, where normally it will be approved if the club has a balance that will justify the expenditure. In this case, copy B will be filed by the general treasurer, and the dramatic club account debited in this amount. Copy C will be returned to the club treasurer who will enter the amount as a debit in his book. Copy A will be sent to the supply house by the general treasurer, together with a check drawn on the general activity fund. The supply house ships the goods and cashes the check, which comes back to the local bank by way of the clearing house, thus completing all details of the transaction.

No attempt has been made in this connection to set up any special forms (receipts, deposit slips, purchase vouchers, etc.) that would be used in the accounting system. Such forms are available from companies that stock such materials, if the school wishes to purchase such prepared forms. It is not



believed, however, that such purchase is necessary. The bookkeeping involved is simple and almost any available ruled forms may be easily adapted to the purpose. Further, it may be decided that the preparation of usable forms in itself provides valuable additional training for selected students.

Hobby Fair, School Exhibit, Rural Day and P. T. A.

CLARA L. JOHNSON

Granite Falls, Minnesota

LAST year to vary our Annual School Exhibit, we decided to include a Hobby Fair. An outstanding feature of our Rural Visiting Day has been our school exhibit. On this day pupils and teachers from rural districts have been invited to spend the day in our city as guests of our school, also of the Junior Association of Commerce, and to acquaint themselves with our school's progress.

These exhibits have become an inspiration to teachers, pupils, and parents; consequently it has been requested they become an annual event. The success of our Hobby Fair can best be verified by the fact that the number of exhibitions was more than tripled last year, hence that, too, will become an annual affair.

These exhibits have been combined with our final Parent-Teacher Association meeting and a large amount of advertising is done in advance. Since the event came on the evening of May 17, the Norwegian independence day, we served Norwegian delicacies with coffee. This alone was most entertaining as well as profitable. We also invited displays of Norwegian antiques and souvenirs. Our refreshment committee donned the national garb and were assisted by many interested women who donated generously the delicacies. The popularity of the food is best attested by the fact that from early evening on, every available space in our large home economics room was occupied, with a constant line of people waiting their turn.

Preceding the exhibit the public was invited to the auditorium for an unusually fine program. There were several selections by our high school band, who won an A plus rating at the State contest. Tumbling and pyramid building by both boys and girls from the physical education classes were enthusiastically applauded. "God Bless America," also "Come to the Fair," were sung beautifully by a ten year old contralto. Then followed a splendid style show, "The Suzanna Shop," under the direction of our home economics instructor. Members of her classes

presented the clothing they had made inexpensively themselves, displaying dresses, housecoats, pajamas, and shorts. Climax of the evening's performance was the modeling of wedding dresses, showing the styles current fifty years ago to the present day, all being obtained from this community.

After this program the public was invited to see the various exhibits and hobby fair. The elementary grades held exhibits in their respective rooms, with the teachers in charge, the junior and senior high schools held theirs on the back stage of the auditoriums. Here a group of boys from the industrial arts classes demonstrated metal and wood work. These classes had also a display in a downtown window for the week previous.

In our spacious library was the hobby display, and each exhibitor was there to lobby for his hobby. A common complaint was that one evening did not permit one to see all these various items. These hobbies were either of the collective type or creative type, the latter outnumbering the former.

We are proud of our talented community with evidence of its enthusiasm and progress. We can boast of an outstanding cartoonist, photographer, wood carver of important characters, carver of wood-inlays, maker of hooked rugs, and writer of manuscript scores. Among the collective hobbies are valuable pearls, extensive and rare stamp collections, Indian relics, stone collection from all parts of United States, Norwegian souvenirs, and a 72-lb. ball of cord collected by a hobbyist for over forty years from all over the world.

Contributions of ladies of our community included afghans, crocheted and hooked rugs, needlepoint, knit mittens, crocheted bedspreads, luncheon cloths and holders, patch work quilts, Norwegian embroidery and homespun, crocheted and embroidered chairbacks, French knot rugs, cutwork and Mexican embroidered luncheon sets, bridal favors, embroidered pillow cases and table runners, poetry, and aprons. Their collective hobbies included an 1810 sampler, Alaskan Eskimo souvenirs, Norwegian china, and silver coffee pots, old Bibles, and a large collection of beautiful pitchers. The hobbies of school children included collections of stamps, stones and shells, also metal and wood work. There was also handicraft by Camp Fire Girls.

Our Library Club held a display of old and new books. They also acted as ushers at the exhibit. On Thursday afternoon at 3:30 in the Library they were hostesses at a tea served for all visitors. Invitations had been sent out to encourage parents to visit school.

It is obvious that a school exhibit is not a thing outmoded but has so many possible suggestions that each year it demands reconstruction thus adding variety and avoiding monotony.

The American Way-- the Auditorium Contributes

THE auditorium has a uniquely significant place today in the educational opportunities it offers to contribute to the American way of life. It contributes essentially by building up social attitudes and appreciations that are desirably representative.

For the American Way is the democratic way; a way that means participation and co-operation in friendly living. It involves shared living, a cooperative education of boys and girls, teachers, parents, and community leaders. It is a matter of personal enrichment for social good.

By way of illustration of the peculiarly contributive place that the auditorium may hold, I present a few of the practices in our auditorium at Franklin School, Newark, New Jersey. I shall try to show how our auditorium is a center of cooperative studies, and cooperative actions, and by way of being a cooperative agency is a factor in determining constructively social behavior in the school, throughout the community, and in the individual as a potential member of society.

First a word about our particular "set-up" at Franklin.

We meet twenty-four classes daily, all the platoon school classes, Grades 4 through 8. Our work is essentially in two phases: (1) public speaking and (2) community singing. We plan the assembly programs for special days and weeks, and provide the audience singing for the weekly class programs.

Our public speaking has two phases. The first phase includes platform speaking,—dramatics, plays and program presentations, productions for assemblies, and special day celebrations. The second phase of the public speaking is our clubs. Each auditorium unit (two classes every half-hour period) is organized into a club.

Our daily auditorium periods are carried on as club procedure. Speaking from the floor in our clubs is part of a plan (1) for helpfulness and service for the individual, the school, the community, and for the integration of in-school and out-of-school activities, linking what the children are doing in their after-school hours and at home, with their school life; (2) for public speaking as an opportunity for addressing face-to-face groups; and (3) for practice in simple parliamentary procedure in our socialized and informal discussions.

Our club discussions include a wide range of topics:

Health

MILDRED VER SOY HARRIS

*Auditorium Teacher, Franklin School
Newark, New Jersey*

Safety

Thrift

Literature (Books, Poems, Plays and Special Articles.)

Good Manners and Right Conduct

News Articles

(Of school, local, national, and world-wide interest; of historical or literary interest; news from the world of music—composers, artists, musical events; news of people and places of importance)

Films

Radio

Current films and radio programs have been our chief concern this last year. Programs worth sharing on the radio have been bulletined, listened to, when presented during school hours, and talked about.

We recommend both current films and radio programs on our Auditorium Film-Radio Bulletin, and discuss and evaluate them. Of particular value and interest have been the American School of the Air programs and the daily news.

Another phase of our club discussions has been the School and Our Responsibility—What We Have Done to Help—What We May Do to Help!

School Spirit

Loyalty

Care of Public and School Property

Fair Play

Respect for the Rights of Others

Honesty

Clean Speech

Clean Habits

Clean Companions, etc.

The auditorium acts as a cooperative agency—first, through the work program itself in both clubs and dramatics. Dramatics and program productions provide an excellent opportunity for cooperative group work, particularly in placing upon the child the responsibility of production. Besides participants in the play itself, there are the stage managers, scene shifters, light directors, costume directors, and aids, prompters, diction aids, property managers, etc. The presentations offer maximum pupil participation and

are student managed and student produced in an "all-sharing" plan of production.

The Auditorium also acts as a cooperative agency within the school. First, by way of its discussions and announcements, concerning:

- Safety Patrol
- Orchestra and Glee Club
- Special School Activities
- Inter-class Games
- School Paper
- Special Citations—Honors and Awards

Secondly, the auditorium is cooperative by way of its set-up in relation to class-rooms and special activities. The "weekly assembly meetings" offer the opportunity for unifying the school, letting the pupils see and know what is done in the different departments through class program presentations, scheduled weekly.

Then, too, the inter-correlation of departments in the production of a pageant makes for fine cooperative endeavor. To our 8A Commencement term projects, for instance, the following departments contribute:

- The Auditorium—Planning of Program, Speech Training and Production
- The Music Room—The Music
 - Songs—Choruses
 - Instrumental Numbers
- Sewing Room—Costumes, etc.
- The Gymnasium—Dances
 - Drills
- The Art Room—Art Properties
 - Stage Backgrounds and Set Accessories
- The Print Shop—Printed Needs
 - Programs, etc.

Again, the auditorium is cooperative in the matter of neighborhood, community, and municipal relationships. As a matter of appreciation of their significance, and participation in their celebrations, in our club discussions we have talked about and reported on city-wide drives and special days and weeks such as:

1. Constitution Day
2. Fire Prevention Week
3. National Book Week
4. National Music Week
5. American Education Week
6. Clean-Up Week
7. Arbor Day
8. Forest Conservation Week
9. Bird Day
10. Child Health Day
11. Youth Week
12. Red Cross Membership

* See end for complete general list of holidays and special days celebrated in the Auditorium which may be substituted for the above.

Neighborhood, community, city and national organizations which frequently sponsor educational features or activities of interest to

children, are exploited in the auditorium, such as:

1. Community Programs—Concerts and Recitals
 - Exhibits—Plays
 - Entertainments
 - Church Plays and Programs
2. Philanthropic Clubs and Fraternal Organizations:
 - Kiwanis
 - Rotary
 - Lions
 - Y.M.C.A. and Y.W.C.A.
3. Department Stores
4. Industrial Organizations
5. Safety Councils
6. Boy and Girl Scouts
 - Knighthood of Youth (for mutual reinforcement)
7. Civic and Municipal Departments
 - Playgrounds and Recreations Dept.
 - (Park and playground behavior)
 - Park Commissions
 - (Care of park property)
 - Department of Public Health
 - (Personal and community health problems)
 - Department of Public Safety
 - (News articles, posters, placards, safety rules)
 - Police Department
 - (Law enforcement, in regard to specific occurrences in neighborhood and community)
 - Fire Department
 - (Use of fire alarms, neighborhood fire box locations, rules for fire drills)
 - The Public Library and Museum
 - (Special lectures, announcements, exhibitions, use of library and museum and etiquette for that use)

School Banking is done in the auditorium every Tuesday.

We try to keep students cognizant of affairs of city-wide interest by means of announcements, reports of attendance, annotations, bulletins, and such affairs as:

- Park and Stadium Concerts
- Tablet Dedications
- Holiday Observances (Municipal programs, demonstrations, and parades)

Our program is concerned with effectively incorporating pupils into the life of the municipality as a whole.

The auditorium, then, can be a potent means of reinforcement, guidance, and direction of the child's activities in the school, and in relation to his activities without the school.

Through our presentations, discussions, activities, and song experiences, we try to establish dynamic urges toward cooperative endeavor and team-work that will be for the

(Continued on page 352)

Activities in the Home Room

I HAVE often heard teachers anxiously ask, "What do you do in home room hour?" Therefore, I submit a few ideas which have proved quite successful.

At the beginning of each semester, and especially at the beginning of the year, the most important class function, not only to the students but to the teacher, is that of home room organization.

Too often the election of officers takes place so early in the year that many new students who would otherwise make excellent workers are left out of important positions. Furthermore, quite often students rise to important positions not because of their qualifications but almost solely upon their popularity. Because of this undeserving acclaim, it is wise to take two or more weeks in preparing for the home room election. This is done as follows:

First, a nominating committee meets with the home room supervisor and decides not only on the offices to be filled but also the function of those offices. There are two ways in which to nominate candidates for each office.

The following officers may be suggested: president, vice president, secretary, treasurer, chaplain, lunch room hostess, sergeant-at-arms, boy class representative, girl class representative, news reporter, librarian, student council representative. They may be chosen by the nominating committee, or petitions may be circulated by which each candidate is registered after a prescribed number of pupil signatures are secured; the number of co-signers required is decided by the enrollment of the home room.

Before nominations are made, the pupils will want suggestions not only as to the offices but especially as to the function of each. By reading and discussion members will be able to fix in their minds the duties of officers and their necessary qualifications.

The election of officers may be made very interesting as well as constructive in its scope. The circulating of petitions for nominations may be done as in a regular political campaign. The petition blanks must be secured from a temporary secretary and recorded when the required signers are secured. Each nominee and his manager will then make posters and proceed with the campaign.

A day, or days, should then be set for campaign speeches to be made by either the nominee or the campaign manager. This gives the members of the class a chance to think over the qualifications of each candi-

EARL D. BLACK

3402 Beecher Rd., Flint, Michigan

date as measured by the requirements of the office for which he is campaigning.

The day of the election may be set, the ballots printed and explained during these "political" meetings at which a chairman for each political division may introduce the speakers. It is well to note here, too, that the party names selected should in no way be connected with the names of the national political parties for this develops contention among the students which will carry home to the parents and draw criticism as a result.

When the day of the election arrives, the election booths must have been made. The cloak room or closet may be used with an arm chair placed therein. Election judges, clerks, and secretaries must have been chosen before the election can be successfully carried out by the Australian ballot.

The teacher or the past home room president may install the present elected president, but all other officers should be officially installed by the president after he is installed. This calls for acceptance speeches by all elected and speeches of thanks and appreciation by those defeated in the election; and it seems needless to say that speeches of this sort are far more worthwhile and seriously attended to than those generally originating from an English assignment. At least it lends dignity and the idea of importance of the office to each successful candidate.

The election being completed, the organization of the home room is somewhat perfected, and the second big item—that of planning the home room program for the year—is ready to be attacked.

Needless to say there can be no rigid plan perfected, but a general outline which is quite practicable is to have something different each day of the week. For example:

If court is in session on Mondays, Tuesdays will be occupied with games, group singing, etc. Wednesdays should be reserved for mental contests as "Professor Quiz" for which students furnish questions to the "Professor"—a member of the home room. Spelling matches and mathematical contests go well on this day, and to make these contests more interesting it is well to offer prizes for the winners to be paid for out of the home room treasury.

Thursday is a good day on which to have literary programs for which there should be

several standing program chairmen, and the home room should be divided into groups of a convenient number, depending upon the length of the hour. It might be well to mention the need of an initiating committee for those refusing to take part, but the student should be permitted to choose his own program number and be graded in home room on his report card accordingly. This grade may be awarded from his personal home room record sheet kept by the home room secretary.

Friday is a more difficult day for which to plan, as general assemblies, and pep meetings for the school in general are more often held on this day. Business meetings may be reserved for this day. Whenever there is no home room business to be attended to, it is well to take up unfinished business of previous days.

Here is a list of suggested home room activities:

- Court. (Several kinds)
- Group Singing
- Checkers
- Chinese Checkers
- "Professor Quiz"
- Spelling Bee
- Mathematics Festival
- Home Room Photograph Album
- Literary Programs
- Humorous Stunts
- Hallowe'en Party
- Correspondence Club Activity
- Home Room Glee Club or Chorus
- Election of Officers
- Election Posters
- Election Speeches
- Installation of Home Room Officers
- Home Room Officers Acceptance Speeches
- Bible Reading
- Seasonal Posters and Pictures
- Sponsoring Assembly Programs
- Business Meetings
- Honor Roll
- Hobby Lobby
- Vocation Project with Posters
- Profession Project with Posters
- Good Reading Hour. (Choice stories)
- Board of Control Meetings. (Home Room officers)
- Good Conduct Campaign. (Contest)
- Noon Pot Luck Lunches
- Pantomiming of Songs and Readings
- Short Play Acting
- News of Home Room Scrapbook
- Demonstrations in Good Manners
- Patriotic Programs
- Individual Conferences about Grades
- First Aid Demonstrations
- Posing for Pictures. (Hand drawings)
- George Washington Program
- Abraham Lincoln Program
- Nature Programs. (Birds, flowers, trees,

gardens)

- Mother's Day Program
- Father's Day Program
- Home Problems Program
- Good Poetry Program
- Valentine Party and Program
- Christmas Party and Program
- Favorite Books Program
- Fire Prevention Program
- Picture Study Program. (Cartoons and art)
- Table Manners Demonstration Program
- Flag Day Program
- Easter Program
- Traffic Rules and Regulations Program
- Pupil Questionnaire. (Pupil self-analysis)
- Why-Go-to-High-School Program
- Sending of "Get-Well" or "Come-Back-to-School" ect. cards to those members absent from school
- Singing of "Happy Birthday to You" (Birthdays are noted in teacher's record at time of enrollment)
- Question Box for Discussion Period. (Students not required to sign names)

It is to be noted that a number of these programs may be extended and repeated, thereby giving ample material and ideas to last the entire school year, even with home room hours as long as any full-time subject. In some cases, it is possible to have several divisions in the program of the home room hour.

A recent activity was the question box in which the group met questions on social behavior, problems about home, popularity, achievement, money, parties, local government, and economic values, and any number of discussions on how to improve personal standing within the group—an improvement which will carry over to the well being of the individual after he has left the school.

A "carry over?" you may ask.

Undoubtedly, because the individual students are learning a pattern of conduct that will make them more interesting to others when they have such a wide variety of activities if each is handled in a serious, enthusiastic, and sympathetic manner.

"The anonymous freedom which modern conditions give the individual creates new problems for social control and makes more necessary the supervision of many forms of recreation. Those agencies, both public and private, which provide wholesome opportunities for study and play of one type or another protect the community as well as individual children from costly and perhaps disastrous social experiences."—Cheney C. Jones in *Social Work Year Book*, 1941.

Re-Living History Through School Trips

DURING the school term each year, the Haw Creek Township High School, Gilson, Illinois, carries on an extensive short tour program. On these tours the students have an opportunity to visit many educational points not only in Illinois but in adjoining states as well.

One class goes on each tour, and the tour is directly connected with that particular class. Each trip is in charge of the instructor of the class, who assigns a certain amount of preparation to the students.

Since transportation is supplied to the pupils free of charge, their only expense is for meals and souvenirs purchased while on the trip. Most of the trips are completed in one day. About 2500 miles are covered on short trips each year.

At the end of each year a long tour is taken. The only cost to the student is meals and lodging. There are four of these tours conducted in a cycle of four, one each year. One goes to Northeastern United States and Canada; one to Washington D. C.; one through the south; and one to Yellowstone National Park. These trips average from 2500 to 3300 miles. They are so arranged that different routes are taken on the way to and from the special point of interest. This enables the students to see many more educational places. The average cost per student is about \$25.00.

The trip described in this article is a trip to the New Salem State Park by the American History class. On this particular trip the students had a chance to peek into the past and see how people lived back in the 1830's. Although several other interesting places were visited, New Salem was the climax of the trip.

In the classroom before the trip the instructor and students discussed New Salem, each contributing some information he had read concerning the old settlement. Here is a short history of the New Salem Park as the students told it.

Although there were many pioneer villages similar to New Salem, this one is particularly interesting because it was once the home of Abraham Lincoln. Lincoln first visited New Salem when a raft, on which he was shipping some pigs down the Sangamon river, caught on the dam at the grist mill. By the time he had the raft started down the river it was dark, so he decided to spend the night in the village. In 1831 he returned to New Salem and remained there until 1837. During that time he worked at odd jobs, clerked in stores, and served as postmaster. It was in New Salem that Lincoln met Ann Rutledge.

EUGENE HENSLEY

Student at Haw Creek Township High School, Gilson, Illinois

The land on which New Salem is now built was bought in 1906 by William Randolph Hearst. Hearst turned it over to the Old Salem Chautauqua Association, which in turn deeded it over to the State of Illinois.

Several years later the state began the reconstruction of the old village. First they had to obtain every scrap of information possible. The original plat of the village was found in the Sangamon county recorder's office, where it had been entered on October 23, 1829. From this plat the locations of the streets and lots were determined. It was more difficult to find the exact location of the cabins. By digging into the ground where the cabins had stood it was possible to determine the size, shape, how it was built, location of the fireplace and many other things that were helpful in the reconstruction of the cabins.

Many of the original cabins had cellars which had not been walled up. In the reconstruction they were walled up to eliminate danger of cave-ins. Since the plaster used by the settlers was not very durable, consisting of lime mortar or mud and hair, a new mortar had to be used. This was made of cement and hair, colored to resemble the original mortar. The logs were painted with a solution of zinc chloride which not only protects them from insects and decay but also gives them an aged appearance.

All articles which were used to furnish the cabins were donated to the park by the public. Not a single article has been purchased. All articles are 100 or more years old. Some of them were originally used in the village. There are now about 900 different articles in the village.

Everyone was on the bus and ready to leave our town by 7:00 a.m. The journey to New Salem was not very eventful except for taking observations. The instructor called attention to agricultural conditions along the way, and the students took notes on what they saw.

Upon arrival at the New Salem State Park the group secured the services of a guide who took them around the village, explaining various articles and giving a history of the village.

The first cabin visited was the home of Henry Onstot, the barrel maker. In this cabin were such articles as straight-back chairs, a spinning wheel, glass-doored cup-

boards, woven rugs, candle holders, an old table, and a baby cradle. This was a two-roomed cabin with a fireplace in each room.

By the side of the cabin was located the shop in which barrels were made. This is the only building in the entire village which is constructed of the original logs. Inside the cabin the guide pointed out the various tools used in making barrels. From him the students learned that Abraham Lincoln once worked in the shop and had spent many hours by the fireplaces in the house, studying what few books he could get. The shop was almost entirely covered by a large vine.

Directly behind the shop was a square, funnel shaped wooden structure. None of the pupils could imagine what it was until the guide explained its use. The wood ashes, which were removed from the fireplaces, were emptied into this wooden funnel, or ash hopper. When it was partly full of ashes, water was poured on top and allowed to seep through the ashes. At the bottom it was caught in a wooden trough. This was the method used in obtaining lye which was used in the making of soap. There was an ash hopper behind many of the cabins. Next to the ash hopper was located the smoke-house in which the winter supply of meat was cured and stored. The outbuildings consisted of a small barn and a corn crib. All the fences around the buildings were rail fences. These fences were built on the exact lines that the original ones had been.

Across the street was a cabin known as the duplex. The duplex was owned and built by two men, Kelso and Miller, who had married sisters. One was a trapper and one was a blacksmith. Kelso owned several books and it is reported that Lincoln spent much of his time in the Kelso home reading these books.

The next cabin visited was the home of the village moonshiner. At this point the pupils had an opportunity to visit one of the outdoor cellars. Lincoln worked in the still as a helper for some time. Although the exact date is not known, the moonshiner had to leave the village for obvious reasons.

The guide again lead the group across the street to the home of Dr. Regnier. Inside his office were such articles as dispatch bags, a

walnut desk, a knife used to remove fistula, several doctor books, scales, the doctor's bootjack, and a scarifier. From these primitive instruments the students were able to see how rapidly medical science has developed in the last century. Behind the cabin grew the doctor's drug store. This was an assortment of plants from which the doctor made his medicine. Among these were the quinine and julep plants. The home of Doctor Allen, which was visited later, also had many interesting articles in it.

The next stopping place was the Sam Hill house. This was the only two-story house in the entire village. It consisted of four rooms, two up-stairs and two down. The outbuildings were considerably better than most of those in the village. Sam Hill, the most prosperous man in the village, owned this house, a carding machine, two mills, part interest in a store, and was a land dealer. One article in the house which the pupils had never seen or heard of before was a goose yoke. This was a forked stick which was placed over the neck of a goose to prevent him from getting out of the barn yard.

Possibly the two most interesting places in the village were the Hill-McNamar store and the Lincoln-Berry store. On the shelves of these stores the students saw bolts of calico, dishes, crocks, powder horns, and fire arms. Scattered around the stores were ox yokes, saddles, wheat crackles, axes, wool hackles, pruning hooks, tobacco, and many other articles necessary in pioneer life. The post-office in the Hill-McNamar store is now in use, and tourists may send postal cards, etc., from it. Abraham Lincoln once



Home of Henry Onstot, the Barrel Maker



The Hill-McNamar Store

served as postmaster in this store. He was also part owner of the Lincoln-Berry store for some time but sold out his share in it.

A short distance up the street was located the Rutledge tavern, owned by the parents of Ann Rutledge. In the tavern, or hotel, several rooms were equipped with beds, washstands and a few articles of furniture. It was in this tavern that Lincoln spent his first night in New Salem.

After the guide had shown the students the entire village, they were allowed to again visit some of the cabins they had found most interesting. Everyone returned to the bus and were ready to continue to Springfield after they had finished exploring. As it was near noon, lunch boxes were unpacked and everyone ate while they were on the way to Springfield.

The first building visited in Springfield was the Capitol building. A guide showed them the chambers of the House of Representatives and the Senate. He also pointed out statues of various statesmen on large columns above the third floor. There were many beautiful paintings scattered throughout the building.

Leaving the capitol building, the group went to the Illinois Centennial building. This is the home of the State Libraries, museums, and other important divisions. Because the time was limited, they had only time to visit the museum. Here the museum was converted into a classroom and the students studied the development of plant and animal life. They were allowed time to look at various animals and birds.

The next place visited was the home of Lincoln. A caretaker, a lady, met them at the door and showed them through the building,

She pointed out articles in the house which were owned by Lincoln. Although not all of the articles were owned by Lincoln, they were all antiques. Some of the original articles were: a Seth-Thomas clock, a door bell, part of the tablecloth used by Lincoln and Mary Todd at their wedding, and some chairs. The chair in which Lincoln spent much of his time reading was placed in the corner where he usually sat. This house is the only one which Lincoln himself owned and furnished.

The last place visited on the tour in Springfield was the Lincoln tomb and memorial. When a person enters the tomb he comes into a rotunda where he sees a statue of Lincoln in a sitting posture. From there he passes into a short corridor which leads to an enlarged niche in the corner. In this niche are two statues of Lincoln. Around the top of the corner are twelve stars. There are four niches and twelve stars in each, representing the forty-eight states. There are two statues in each niche and one in the rotunda, making nine statues in all. Each statue portrays Lincoln at a different time in his life. There are also several tablets with his biography and several of his most famous speeches printed on them.

The stone used in making the inside of the tomb comes from many places, such as, Arkansas, Missouri, Belgium, Italy, Spain, France, Utah, and Minnesota. Indirect lighting in the tomb gives the stone a beautiful appearance.

On the side of the tomb opposite the entrance is located the chamber of the cenotaph. The cenotaph, or headstone, is made of dark red Arkansas marble. Behind the cenotaph in a semicircle are located nine flags. Seven of these are the State flags of the states in which the Lincoln family lived. Half-way along the semicircle hangs the national colors and at the right end is the blue and gold flag of the president of the United States.

The body of Lincoln is located ten feet below the cenotaph in solid concrete. The south wall of the chamber of the cenotaph is the face of the vault in which the bodies of Mr. Lincoln and the children lie.

Leaving the tomb the students stopped at a souvenir shop and those who wished pur-

chased souvenirs. Then they boarded the bus for the last time and started for home. On the way they passed a large turkey ranch, and the students had an opportunity to see a flock of about 7500 turkeys. The bus was back in Gilson again by 7:30 P.M. Everyone was well pleased with the trip.

Ladies, Know the Girls of Your Home Room

ERNESTINE SEYLER

2004 East 5th Street
Superior, Wis.

HAVE you ever tried to determine just what the girls under your guidance as home room teacher expect of you?

A good way to find out is by asking them to write an article on "What My Home Room Teacher Should Mean to Me." Give them plenty of time to consider the subject because, in most schools, the home room teacher is just a routine one attending to the minimum business of the group. The girls in her charge have been so used to accepting her as such that they are rather nonplused when asked to do this. However, they soon become thoughtful about it, as they should. Do not ask them to sign their names to their articles.

You will be quite surprised and considerably more educated after reading the returns. This is what I culled from some fifty or sixty papers:

1. They want someone to whom they can talk intimately—someone older than their classmates, an experienced person.

2. Some resent possible visits to their homes.

3. They are anxious to be corrected in their bad habits. A number of girls wrote something similar to this one: "I think a home room teacher can do very much about correcting bad habits a girl can have, such as loud talking, etc. and doing things that aren't very ladylike."

Here is another: "High school girls of our age are interested in things such as, 'How often should we go out a week and where should we go?'"

4. They like question boxes, to afford them a chance to introduce problems troubling them, without exposing themselves. The opportunity for discussing just such topics would avert many dangers attendant upon night activities ignorantly carried on. The fact that it is the wish of the students themselves to ask questions brings unforced decisions on their part. Possible censorship of certain practices, by the girls themselves in their intimate talks, will have far greater effect upon

the girls than anything the home room teacher might say. Girls crave the approval of their classmates.

5. They want a smile every day when they come into the home room,—and—no partiality!

6. They desire to feel at ease with you. Their problems must be yours, and you must show them,—there must be no coolness or indifference!

The home room teacher who cares to look into this matter will find herself humble with the knowledge of how important she really is, or could be, in the eyes of these students who are her special charges. The home room children are clamoring in their hearts for moral help, but are afraid to say so. They are more confused than you realize. They will gladly lay bare their souls if you give them half a chance.

I happen to be a high school librarian as well as a home room teacher.

In the library is a book called, "Growing Up" by De Schweinitz. It is in great demand, although never drawn out or asked for at the desk. I happened to notice, one day, a student surreptitiously reading it and toward the end of the period, hurriedly tucking it in among some books near his table. My interest was aroused. Each day I watched to see who would be the next to get the book and how and where it would be replaced. There was hardly a day last spring that someone didn't get it from the position where I put it each night, and, after reading it as secretly as possible, put it in the nearest and easiest place to get rid of it.

It is pathetic that they have to be so afraid to ask for that sort of information.

One or two facts, I read between the lines regarding their feelings toward me, and their inhibitions. I would never have gotten these reactions in any other way.

1. They thought I might become "snoopy."

2. They thought I was partial.

3. They thought I tried to influence them in some of their decisions concerning activities—example: class election.

You see, Home Room Teachers, why I made the statement at the beginning that you would be considerably more educated after reading their comments.

The home room has become quite an institution in almost every high school of any size. As such it should function for the greatest good to those in it. Only the alert home room teacher can lift it from the dead business activity it often is to a vital functioning moral force in the lives of those in its keeping.

If all our misfortunes were laid in one common heap, from which everyone must take an equal portion, most people would be contented to take their own and depart.

A Roman Holiday

THE study of Roman amusements will be better understood by students, if they are given a special meeting when they may participate in the activities. The program below was given in one hour by sixty members of the S. P. Q. R. (Senatus Populusque Romanus) Club on the gymnasium floor. Latin students from five neighboring schools attended to increase the number of spectators.

At the signal of a trumpet the six Vestal Virgins, dressed entirely in white garments, entered the balcony of the "Coliseum". Immediately after their entrance the same herald signaled the approach of the emperor wearing purple robes and a jeweled crown.

The third signal from the trumpet called attention to the parade of all performers. They marched by twos the full length of the gym and halted before the emperor to give the salute: *Morituri te salutamus!* A student played on the piano King's *Ben Hur March* for the parade. Following the salute the performers went to the balcony until their act was given.

The script used by the student manager on the floor follows:

ACT I

Herald gives a signal.

Proclamation: "Friends, Romans, Countrymen, we start our holiday with a contest in which one gladiator is matched against three lions imported from Africa. We warn you not to get too near the rail for these lions may leap over it."

Signal from herald.

Lions, three in number, wrapped in blankets, start for the gladiator. During the combat the lions are floored, but they rally quickly. When the gladiator is on his back the "lions" look to the Vestal Virgins, who indicate the plea for mercy by holding "thumbs up".

Herald-Proclamation: "The slave gladiator receives this token (wreath of *arbor vitae*) of his victory."

ACT II

Herald-Proclamation: "Your second exhibition will be the race of Atlanta and her suitors. These racers are contending for Atlanta as a bride. The winner will also receive half the kingdom of her father. We have a half crown ready for the one who can defeat her in a foot race. Losers will be given the death penalty, as indicated by the "thumbs down of the Vestals."

Herald trumpets. Atlanta, with streamers fastened beneath the knees (as described by Ovid) starts with the first runner. When he

ESTELLA KYNE

Wenatchee High School
Wenatchee, Washington

loses, the Vestals point their thumbs down.

Herald trumpets for the second race. The procedure is the same as above, with Atlanta again winning the race. The death of these racers does not take place during this holiday.

Herald gives this proclamation before the third race: "Hippomenes prays to Venus, the goddess of love, before starting his race." Hippomenes pantomimes a prayer to Venus, who sends from the balcony the golden apples (grapefruit).

Herald gives the signal for the third race to start. Atlanta is attracted by the three "golden apples" thrown in succession so that she loses. In fact she is noticed almost loitering so that Hippomenes may win.

Herald proclamation: "Hippomenes, you are awarded this crown which entitles you to half the kingdom of Atlanta's father. You may have Atlanta, too." The crown is cardboard covered on the left side with gold metallic paper.

ACT III

Herald gives the signal and proclamation: "To end the long struggle of the Romans against the people of Alba Longa, three Romans—the Horatii—will fight with three of the enemy, the Curiatii. Camilla, a Roman girl, has her three brothers on one side, but her lover on the other side. You will recognize her lover for he is wearing a cloak which she has made for him. After the Roman *pater* loses two sons and his daughter, he pleads with the emperor to spare his last son as a prop for his old age. We are ready for the charge."

The three Romans dash from one door and are met by the three opponents entering from the opposite side. Camilla and her father are on the floor consoling each other. Two of the Romans fall early in the combat not to rise again. One sturdy Roman must withstand the three. Although he has been wounded he runs as fast as he can with the idea of getting the enemy as far away from one another as possible. Then he turns about and kills each before the enemy can anticipate his plan. The victorious Roman wears the cloak which he has taken from the last Alban slain, who is the lover of his sister. Camilla condemns her brother for having killed her lover. In a fit of anger he says that anyone who puts the love of a person before the love of

country should not live, and he strikes her a deadly blow. Now it is his turn to be killed, but the grief-stricken father pantomimes to the emperor that he lost two sons and his daughter, and now he wants one left to him. The Vestals, emperor, and audience hold thumbs up to spare the one Horatius.

Act IV

Herald signals proclamation: "It has become known that Hippolyte, queen of the Amazons, is going to give to Hercules her famous belt received by her from Mars, the god of War. All the Amazons are satisfied until Juno comes to them, disguised as one of their group and whispers that Hercules intends to kidnap their queen. Those who believe the rumor fight against those who think Hercules would not deceive them. The fight will last as long as Juno in disguise will last."

Herald gives a signal. The Amazons enter, and all are friendly with Hippolyte until Juno enters with her whispering campaign. Those who believe her separate from those who do not believe, and members fight by pulling ears, hair, etc., with poorly aimed blows resulting in beating the air for the most part. The belt of Hippolyte is conspicuous with its brilliants during the whole act. When Juno falls she is removed by the Amazons, and all leave the floor in a happy mood. There is no award for this act.

Act V

Herald-signal with proclamation: "The gladiators will be matched so that one equipped with light arms will be opposite one with heavy armor. The one with light arms will attempt to throw the net over his opponent, so that the entanglement and heavy weight of the arms will be to his disadvantage."

Herald gives the signal. The two gladiators rush out, but lower their equipment to the floor while they go through "warming up" exercises such as foot-ball players use today. They pick up their weapons and start in earnest. When the first gladiator falls, the other looks to the Vestals to see whether he should show mercy. "Thumbs down" indicates that he is not to be spared.

Herald signals and proclaims: "The first gladiator to win is given this wooden sword as a token of his victory." The sword is made from reinforced cardboard and painted in metallic silver finish.

Herald signals and gives the proclamation: "The second pair of gladiators will start." The procedure is similar to that above. One gladiator then stands with one foot holding the other fighter on the floor. The one floored raises two fingers as a plea for mercy. The Vestals grant his appeal by raising their thumbs.

Herald signals and proclaims: "With this

sword (cardboard) we give you freedom from the arena for the rest of your days.

Herald gives signal for the third pair to proceed: "This time both the gladiators will be unknown to you. One has his face concealed by his helmet, and the other is wearing a black mask to conceal his identity."

The procedure resembles that above with the "black mask" winning without sparing the life of his opponent.

Herald signals for the proclamation: "Remove the mask so that all may see who is receiving this sword of victory." The sword is cardboard that has a gilt finish.

Act VI

Herald signals and proclaims: "The two chariots entered in this race are sponsored by the *Purple* and the *Gold* syndicates, as indicated by colors worn by the drivers. *Human goal posts* mark the ends of the *spina*. On the signal the chariots will leap from the barriers."

The drivers wear ski socks, so that they will slip more easily on the floor. Two boys join hands to make the first team. Two more boys join hands and fasten their other hand to the belt of the "horse" in front. The charioteer puts one hand on the belt of the last team. No chariot is used but the effect of the horses and driver is there. Since the school colors and purple and gold, these are the colors selected. Three full laps instead of the regulation seven are used, because of the large size of the gym. The "horses" are unable to run farther. The human goal posts sway and even step aside at times to help the side which they favor. Since the winner in this contest is not predetermined, the herald has to word his proclamation to fit the situation. After he gives the signal for attention he proclaims: "The driver of the (Purple or Gold) chariot is given this palm of victory. Will someone release the homing pigeons wearing this color, so that the neighboring cities may know as soon as possible the result of this race." Evergreen boughs of cedar constitute this palm.

Act VII

Herald signals and proclaims: "Athletes from five of the provinces will now heave the discus. Each discus will be left where it falls so that the judge can measure the distance in the end." The word province is substituted for school. Paper pie plates are used for the discus.

Herald signals and proclaims: "Lake Chelan."

Herald signals for the second: "East Wenatchee."

Herald calls out the third, "Junior High."

Herald proclaims the fourth, "Cashmere."

Herald calls the last province: "Senior High."

The last proclamation is made: "The winner

in the last contest is given this wreath as a memento of his victory."

All contestants slain on the floor except Juno are removed by Charon in his gray beard. He fastens a rope under the arms and drags them off in this manner.

Enrollment in our Senior High School is 1100.

The American Way—The Auditorium Contributes

(Continued from page 343)

mutual betterment of the school, the community, and the individual as a potential member of society. While our community singing signifies almost daily opportunity for singing together all types of songs for the pleasure that comes from singing, we try to catch some of the "heart-throbs" of America, in learning to know the songs of the folk who have made and who make up America. In them we catch some of the spirit and find appreciation of the ideals that have gone into America's making. Our song list includes:

Native American Songs:

1. Patriotic Songs of America
2. American Indian Songs
3. Spirituals and Songs of the Negro
4. Stephen Foster Songs
5. Plantation Melodies
6. Cow-Boy Ballads and Songs of the Plains Country
7. Old American Country Dances
8. Old-Fashioned and Home Songs
9. Songs of the Gay Nineties
10. Sea Songs
11. College and Party Songs
12. Rounds
13. Hymns
14. Holiday Songs
 - Thanksgiving
 - Christmas
 - Easter
 - Memorial Day

15. Popular Songs and Modern Tunes

America's Inheritance Songs—Songs from:

1. England
2. Scotland
3. Ireland
4. Wales
5. Germany
6. Holland
7. Austria
8. France
9. Italy
10. Spain
11. Bohemia (Czecho-Slovakia)
12. Hungary
13. Norway
14. Poland
15. Russia
16. Hebrew Melodies
17. Hawaii

Holidays and Special Days and Weeks

Celebrated in Our Auditorium are:

Constitution Day	September 17
Columbus Day	October 12
Fire Prevention Week	Week of October 9
Americanization Day	
Navy Day	
Theodore Roosevelt's Birthday ..	Oct. 27
Hallow E'en	October 31
American Education Week	November
Armistice Day	November 11
National Book Week	November
Red Cross Day	
Thanksgiving	November (last Thurs.)
Christmas	December 25
The New Year	January 1
Benjamin Franklin's Birthday (Thrift Week)	January 17
Lincoln's Birthday	February 12
Valentine's Day	February 14
Washington's Birthday	February 22
Saint Patrick's Day	March 17
Easter	(Spring)
Arbor Day	Second Friday in April
American Forest Week	April
Be Kind to Animals Week	April
Youth Week	
Clean-Up Week	
Child Health Day	May 1
(May Day)	
Bird Day	May 8
Mother's Day	Second Sunday in May
National Music Week	
World-Good-Will Day	May 18
(Peace Day)	
Memorial Day	May 30
Flag Day	June 14

And we hope that these friendly life-experiences have helped contribute to better social-civic personalities, and better citizens for a better America—in the democratic way, the American way.

Note: Acknowledgment herein is very much due Miss Ann Milne, in charge of Franklin Auditorium, and my co-worker at the time of this writing, through whom many of these ideas originated, and under whose inspiring guidance they were ever brought to enthusiastic fulfillment.

The trouble is we spend too much time thinking about what is going to happen, and too little time making things happen.

"The job we have in recreation is to expose people to a great variety of recreational opportunities, to make them brush up against a lot of things and try them under decent circumstances, to tease them into doing things. When we talk about crafts we are not primarily concerned with what the individual does with the article when he takes it home, but what working on the article does to him."

—G. Ott Romney.

Police Cadet Organization

MUCH is heard and said about the need of a police cadet organization for secondary schools. Educators and safety directors are inquiring about plans for this organization. It would be impossible to work out a plan that would fit into every school system because of the variety of problems which may exist in each school, city or state.

In Stevens Point, Wisconsin, at the P. J. Jacobs High School we have organized police cadets who are beginning their third year of service. They began to function in the fall of 1938 and since that time have built up an organization that has met with the approval of state and national educators and safety directors. Starting out in 1938 with the objective "to create habits of safety" among students, the group now functions under a detailed constitution with the duties and powers of the police cadets listed.

The home room organization in our school system helps in starting the police cadets. Representatives from each home room form a student council. Six members from this council are chosen to form a police commission. They have duties similar to a regular city police commission. This group, with the principal or faculty adviser, studies the duties of police cadets to supervise student traffic. The commission studies the hazards of street crossings and the parking problems of all student and faculty cars and bicycles. They also study the necessity of posting cadets at certain points to direct student traffic. After this study has been made, a conference is held with the faculty adviser and a representative of the police department. Together they draw up some rules and regulations, which are presented to the student body. The commission appoints the cadets, with captain and lieutenant, and the work of directing student traffic begins.

We ask for volunteers to serve, and at no time have we had any trouble getting enough of them. These boys must have a passing grade, be responsible and dependable. Upper classmen are given preference, but enough boys from the sophomore and junior classes are selected to insure a carry over of boys with experience for the following year. We have two patrols of eleven men who serve every other week. Each patrol has its captain, lieutenant, and second lieutenant. Two patrols give more students an opportunity to serve and also provide a competitive set-up.

Duties of officers and cadets are listed in the constitution. This constitution is written with all members of the police commission

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and police cadets taking part. The writing of the constitution was a progressive study with us. The boys noted what took place while they were on cadet duty and made necessary suggestions. It is the duty of the faculty adviser to help the boys to draw up the constitution and to limit its length.

All commissioners and cadets are taken to the police station, where the chief of police gives them instructions as to what the police department expects of them, after which the cadets take their pledge before the chief.

Whenever a vacancy occurs, the commission selects a new boy from the waiting list. The president takes the new candidate to the chief of police for final instructions and to take his pledge.

The boys wear a white Sam Brown belt at all times when on duty. In case of rainy weather, they wear yellow traffic raincoats and caps, which were purchased by the Local Lions Club.

The faculty members play an important part at all times. They discuss the rules and regulations as set up by the police commission. Safety is discussed in the home room. A police cadet system must have the cooperation of all faculty members, including the administration. Other agencies can aid in the success of police cadet organization. The school board's approval of cadet organization makes the cadets realize they are given recognition by those who are interested in education. The parents sign a permit card for each boy. This connects the home with the school activity, and parent interest in a school activity is very important.

We have the full cooperation of the police department. It gives the boys assurance in enforcing the regulations of the school. It also tends to bring a better student understanding of the duties of the city police department.

Various civic organizations are always ready to give aid to a police cadet organization. The American Legion has presented awards and helped to sponsor the annual picnic. Other clubs have given public recognition to cadet work. These comments of approval are important to the individual boy. How much better is he going to do his job when he realizes that his work is being approved!

In case of a violation, the police cadet

captain first talks to the offending student or faculty member. He must do this in a polite and courteous manner. If any one continues to disobey, that person is reported to the faculty adviser for conference. All students must realize that the police cadets do have authority to enforce certain stated regulations. A record is kept of those reported.

Definite awards are given to the cadets. They are admitted free to all athletic games; a local theatre gives them free tickets, and they are entertained at a picnic in the spring. This picnic is sponsored by the merchants and civic organizations. As a grand finale, all awards are given at a city-wide gathering of cadets. The advisory board selects the outstanding cadet in each school and the outstanding cadet in the city. Certificates are presented to all cadets and commissioners. An annual dance, known as the Police Cadet Dance, is sponsored by the high school cadets.

To summarize, salesmanship, leadership, cooperation, and interest will start this system, but it will take continued supervision and willingness to work to keep this organization going. There must be a faculty member in each school who is willing to undertake this activity. It is interesting work, and the youth of today is demanding more functional education. Let us help him along. It can be done.

Girls' Drill Team Turns Indian

KAY TEER

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A PERFORMANCE given by the El Centro Sergeanettes, a girl's drill team, during the half at a Thanksgiving football game is described here. It is adaptable to the spring

season.

"Ki-yi-yi-yi!" From the depths of a weird looking life size ceremonial tepee, erected under a football goal-post, emerge fifty members of the girls' drill team dressed as Indians. The Indian maidens are brightly and uniquely bedecked in gunny sacks, beads, and feathers. They are led by their proud Majorette who is attired in white doeskin, wrapped in a blanket, and carrying a bow and arrow. She portrays the role of a fierce, wild chief and walks on the football field while there is complete silence, and the maidens stand at attention with their arms folded akimbo. The Chief, slowly and with dignity, proceeds from the tepee with folded arms, closely followed by a tiny five-year-old Chieftain. She is arrayed in full ceremonial head-dress and is leading the true image of the Spirit of Thanksgiving—a haughty white turkey. The Chief shoots an arrow, which is the signal for the ceremony to begin, and the fifty maidens, inspired by the rhythmic beat of twelve tom-toms, run on the football field in two great circles. They climax with one huge circle in the center of the field. Here, after a typical Indian War-Dance, they kneel down to do homage to an acrobatic Chief, Chieftain, and two Indian maidens who exhibit unusual baton twirling in the center of their circle. When they have completed this, the maidens form an arrow in the middle of the field, where they wait to welcome two Puritans. When the Chief and the Puritans offer each other their hands as a bond of good fellowship and true brotherhood, the United States flag is handed to the Chief by the Puritan. After the Chief accepts the flag, the maidens fold their arms in Indian style, and march off the field in the form of an arrow, to the drum beat of "You're In The Army Now."

Then the real significance of the drill has come to light. The Indians have come out of their war dance, offered thanks to the Great Spirit and their chief makes friends with the Puritans. He accepted the United States flag, and joined the United States Army to help build a great nation.



El Centro Sergeanettes as Indians

Simplified Coaching of Debate

THE VALUABLE experience of debating is not available to many high school students because faculty members often feel inadequate to the task of coaching. Even teachers who have had debating experience in college often fail to make high school debating a successful activity.

Interest in debating. Since the values of debating largely accrue to those taking part in debating, not to listeners, successful conduct of debating does not require the rah! rah! enthusiasm of the whole school, as in athletic activities, but rather a comparatively small group of interested students. To secure interested students and to spread the debate experience as widely as possible, intramural and interscholastic debating are desirable. Teachers may be enlisted to train class debating teams to take part in assemblies; e.g., freshmen vs. sophomores, juniors vs. seniors, winner vs. winner for championship of school. This intramural debating will make students debate conscious, and when the coach calls for students to engage in interscholastic debating, an ample number will respond.

Choosing the debate question. The debate coach should provide a list of possible debate questions to teachers enlisted to train class teams, usually school questions. He should not select the question to be used unless teachers so request.

In interscholastic (varsity) debating, it is wise to use the national question, chosen by the N.U.E.A. (For 1940: "Resolved, that the power of the Federal Government should be increased.") First, it is easy to get material on the question; some publishers prepare special materials every year. Second, there will be less difficulty in securing debates with other schools. Third, by using the national question all season, students will soon acquire enough knowledge of the question to give time for better coaching of presentation.

Organization of debate teams. Issue call for those interested in debating, through English teachers or home room advisers. At the first meeting, tell students that none will be eliminated who make continuous efforts to become debaters, and that all will take part in practice debates and at least one interscholastic debate.

Give students a bibliography of previously secured materials. Ask each to read on the question before the next meeting. Show students how to take reading notes on 3 x 5 cards.

Conduct several discussion meetings on the question. Have each student prepare a short talk on some phase of the question. From discussion and talks, determine relative ability

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of students. Discover the side of the question liked by each student. Group students in tentative teams according to side and ability because of student inclinations, some may of necessity be asked to take an opposite side, but they will soon discover desirable features on that side of the question, too.

Arrange a schedule of practice debates. Continue re-grouping membership of teams until an ability ranking emerges. The best teams will naturally take part in most of the interscholastic debates, but any team that attains reasonable efficiency should be given at least one interscholastic debate, perhaps a non-decision debate.

This squad system of operation assures individual improvement through competition and growth from debate to debate. It builds debate personnel from the freshman through the senior year, providing for individual differences in ability, effort, and time for activity. The debate coach, while securing the best possible teams for interscholastic competition, spreads his efforts to the greatest number of students.

Preparing the debate. After some discussion meetings and practice debates, the debate coach should prepare a simple outline of the affirmative and negative sides of the question, not as something final but as a means of focusing student efforts in a useful direction. This presupposes a thorough study of the question by the coach. Such study will enable adequate supervision of student efforts and inspire their confidence.

Students should write many speeches, not to be memorized, but to fix some organization of ideas and phraseology in mind. The coach should never write speeches for students.

In practice debates students should begin by using a speaking outline, gradually becoming less and less dependent upon it, with more and more adaptation to argument of preceding speaker. With experience, students will become capable of wholly extemporaneous debate, characterized by hard-hitting argument and fluent speech. Extemporaneous debating requires painstaking preparation and instantaneous thinking during the debate. The disorganized, hesitating ramble of words is no more acceptable than is the "canned" speech." The coach who expects his students to pull a good debate "out of thin air" will

disappoint everybody, including himself.

Teach debaters to clash immediately on issues. During the debate and rebuttal, train the debater to build simultaneously his case while destroying the case of his opponent. In numerous practice debates and interscholastic debates, show debaters by specific examples from their work the real meaning of clash and refutation. (See *Contest Debating* by Summers, H. W. Wilson Co.)

After every debate, practice or otherwise, review the work of each debater and require him to take notes on your remarks and suggestions. Gradually the technique of debating will thus be acquired by students as something vital and functional in relation to the specific question.

Always arrange for a practice debate before every interscholastic debate. This will help to keep students constantly improving.

Perhaps the two most important rules for student improvement in actual delivery of the debate are: Look at and talk to your audience; speak slowly and forcefully. Violation of these rules will result in failure to gain confidence and to become convincing.

Conclusion. Simplified as the foregoing technique of debating is, it does contain much of the essence of making good debating. It provides, as many methods fail to do, for the continuous growth of students into better debaters.

Students Build a Farm Shop

J. S. HARTMAN

*High School Principal
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FOR several years there has been a need in our school for a farm shop to serve as a means of securing greater interest among the farm boys in the Vocational Agriculture department and also to better serve the needs of the boys following the vocational agriculture course. The inclusion of such a course in the curriculum was not possible because a suitable building or room was not available in the existing school plant.

In the summer of 1940 the Board of Education found that enough money would be available to buy the building materials and equipment for such a shop. As a means of lowering the cost to the school and also to give the boys a real project in their Farm Shop course, it was decided to let the boys do a greater part of the construction

work. For certain parts of the construction, because of the exacting nature of the work, outside skilled labor was required.

Work was started September 5 on the 30ft. by 68ft. cement block building that will house the shop facilities of the school. Boys from all the shop classes of the school helped with parts of the construction. Much hard work was required, but with the hard work sound practical experience was gained by the pupils taking part in the activity.

The first part of the job was the clearing of the site and the digging of the trench for the foundation. Next came the construction of the concrete forms for the foundation and the mixing and pouring of the concrete foundation. When the foundation was ready, skilled labor was used in laying the cement blocks. While the outside labor was doing this work, some of the boys mixed mortar while others installed and connected the water and sewer pipes. Before the job of laying the cement blocks was finished, some of the boys were helping with this work, after a period of observing how this work should be done. Outside help was used to place the steel girders used to support the roof, after which the boys placed the roof joists and roof boards. The roof is now being finished, and steel sash and window glass installed. The next job will be to lay the concrete floor and finish the interior of the building.

When the project is completed, the boys taking part will have had an experience they will long remember. While the project is under the direction of the shop instructor of the school the pupils taking part have had to face and solve many of the problems connected with such a project through their own resourcefulness and on their own initiative.



Students in Community Hobby Fair

TO STIMULATE and encourage interest in hobbies, Santa Clara County holds a mammoth Hobby and Handicraft Fair annually in the San Jose Civic Auditorium. This exhibition, sponsored by the San Jose Junior Chamber of Commerce, attracts an audience of nearly 20,000. Children and adults display the results of their leisure time activities.

Each year the Fair is larger and more diversified. Each year makes it evident that more boys and girls, more men and women are leading happier and fuller lives because they have learned to ride a hobby. The value of worth-while hobbies in reducing juvenile delinquency has been recognized by our most eminent authorities. The Hobby Fair thus promotes the development of good citizenship as well as providing entertainment and fun.

The whole-hearted response of the county fills the auditorium to overflowing with a remarkable and astounding collection of model airplanes, kyaks, photographs, soap carvings, paintings, battle axes, hooked rugs, stamps, mounted animals, relics of pioneer days, and almost everything else that anyone could possibly collect or create. Thousands of persons come to view the exhibits, estimated at 5000, displayed in the main auditorium, corridors, and small meeting rooms.

In the front lobby, booths are devoted to the activities of the Boy Scouts, Y.M.C.A., Y.W.C.A., Sea Scouts and Campfire Girls. The Industrial Arts departments of the junior and senior high schools feature "education for hobbies" with displays of their work and actual demonstrations by students of wood turning, metal work, printing, and electrical work. Handicraft work of the W.P.A. recreation department is also displayed.

The active cooperation of the city and country school department has been an important factor in the success of the Hobby Fair. Last year Walter L. Bachrodt, superintendent of San Jose schools, sent out to teachers and principals a number of letters and bulletins urging support of the schools and giving information as to how the boys and girls might enter their exhibits. Entries were all individually classified and displayed, for there were no school exhibits.

A valuable hobby survey was conducted in the city schools. This gave a clear picture of the favorite hobbies of the students. It also proved helpful in planning programs to assist boys and girls in the selection and development of worth-while hobbies.

Tabulation of the survey showed that the

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collecting of stamps was the most popular hobby among students in the elementary schools, with the construction of model airplanes the second most popular pastime. Other collections listed included marbles, milk bottle tops, movie star pictures, rocks, coins, butterflies and flowers. Creative hobbies most favored were wood carving, knitting, drawing, and embroidery.

The largest number of junior high school students followed collective hobbies, with stamps leading the list. Collections of pictures of movie stars, baseball players, football heroes, and animals were second. There were also listed a number of miscellaneous collections of every type. Creative hobbies ranked next in popularity. The boys were most interested in airplane models, while the girls favored sewing and needlework. Sports of all types ranked third in favor and included swimming, skating, riding, tennis, baseball and other activities.

Among the high school students, creative hobbies took a slight lead over collections. Airplane and other models held first place, with other types of handicraft also popular. Among the collective hobbyists, stamps and collections of various pictures were mentioned most frequently.

An innovation of one of the Fairs was the presentation in the Montgomery Theatre at the auditorium of a program of entertainment each evening, featuring the best talent of the local schools. This gave 400 girls and boys with the playing of musical instruments, singing, and dancing as hobbies an opportunity to take part in the Fair. Musical programs were presented in the main auditorium by junior and senior high school orchestras and bands.

Through the cooperation of city and country schools, an essay contest was conducted as another means of arousing interest in the Hobby Fair. The topic was "What my hobby means to me." Scores of excellent entries were received, and the students who wrote the winning essays were interviewed on radio station KQW.

A large number of principals and teachers serve each year on the various committees, together with many members of the San Jose Junior Chamber of Commerce.

Any person residing in Santa Clara County

is eligible to enter an exhibit free of charge in the Hobby Fair. Entries are displayed according to a carefully worked out classification, and certificates of merit are awarded to the best in each class. There is no admission charge. Everyone is welcome to take part in and enjoy this truly civic enterprise.

Quick, Yehudi, the Crystal Ball!

CARROL C. HALL

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CLASS prophecies are lots of fun. They give the seniors their one last chance to blow off steam. In addition, an opportunity is provided them in which to display their own creativeness and dramatic abilities.

Yehudi is a current comic character of the radio, and the name is a synonym for good-natured hokum. Surely, the class has one member, who in the garb of an oriental mystic and concealed in false whiskers, can be presented to the student body as a fake seer.

As for the crystal ball, an inverted fish bowl in which is a lighted electric lamp is just the thing. Perhaps an old rusty cannon ball can be substituted. If the future looks dark for the graduates, a lump of coal will be suitable for making the predictions. A rubber balloon that is deflated after the last prediction adds to the humor of the situation.

Who shall question Yehudi as to the fate of the seniors? The class president? The faculty advisor? Just who, isn't the most important problem. The problem is a well-known person who has a good stage presence and a snappy repartee.

Yehudi? One of the class members, of course. A person with a good stage voice and a good sense of dramatic timing. Ready wit is essential, because even the best planned predictions might fail to register with the audience.

The introduction to the prophecies can be developed by showing someone in deep concern about the fate of the graduating seniors. What will be their future. Graduation is at hand, no longer will they be sheltered by the walls of the school, what is to become of them—?

Then enters Yehudi.

Yehudi has all the answers. They are in the crystal ball.

As Yehudi and his questioner move to the side of stage, where in all its glory rests the crystal ball, the curtain is raised and against

a suitable backdrop the futures of the class are enacted.

With great deliberation and much incantation Yehudi calls on the mystic spirits of some place or other to let him look into the future. His questioner asks about prominent members of the class and what they are doing in the year 1960. Slowly Yehudi lifts the veil of future, and as his predictions are made we see the futures of the seniors being acted out against the backdrop.

Here are some of Yehudi's predictions:

For the class athlete: a hen-pecked husband doing the housework and minding the youngsters while his pint-size wife makes the living.

For the athletic girl: a life of complete submission to a small-sized husband.

For the most popular girl: complete domesticity. A large family. No style.

For the studious girl: a career in the follies (school censors permitting).

For the boy orator: a career as carnival barker.

For a musical student: fiddlin' on the street corner.

For the class actor: doing Shakespeare on Broadway—that is, until he is told to get to work at his janitorial job.

Best dressed boy: in bum's costume seeking handouts.

and so on.....

One of the best forms of humor is contrast. The most successful laugh producers will be contrasting the successes of the class members today with their apparent non-successes of tomorrow.

Of course, in a discussion such as this it is impossible to do Yehudi justice in suggesting predictions. That's where the class members can help. All they need is the idea, and they'll take care of the skits. The most popular and successful members will be the most critical of themselves.

The actions of the predictions will move fast. At least two rehearsals will be needed. The final rehearsal must be in costume. The lines should be studied for audience reaction and, needless to say, they should be memorized.

Need a program for Senior Day?

Ask Yehudi.

He has the answer!

"Free Schools in American Democracy", a memorandum discussing problems facing education in the present emergency and declaring that the maintenance of freedom of teaching and school administration is an essential factor in preserving and strengthening democracy, has been issued by the Council For Democracy, 285 Madison Avenue, New York City.

Coaching High School Baseball

BASEBALL is fundamentally "The American Game" and the virtue of this honor belongs to it for no other reason than the soundness of its rules and regulations. The game has not been basically changed since it was introduced by Abner Doubleday at Cooperstown, on April 12, 1839, when the Cherry Valley Town boys came to a picnic to play the Cooperstown boys. To make any radical change in the game would so upset its soundness as to throw the timing of the game so that it would not be baseball. The defense and offense have been so constructed that there is always a chance for one side to slightly overbalance the other, with the chance for success or failure always in the balance, thus affording the natural elements to make it the game of games.

Until very recently, there was a scarcity of baseball books written to teach baseball to the young ambitious boy who secretly hopes to become another "Babe" Ruth, a "Ty" Cobb or a Di Maggio. While this book need has been adequately taken care of, there seems to be a need of informing those responsible for developing this embryonic baseball material on how to do the job more thoroughly. Therefore it is the hope that this article may prove helpful to some coach who is most enthusiastic about his responsibility to the boy.

Unlike many other games, such as golf, archery, tennis, and fencing, which require certain playing form in order to achieve, baseball styles of playing are particular to the individual who has achieved success with his own style. That does not mean that there are no fundamental skills of style which one should learn, but it does mean that some players have met with success at the game with very unorthodox styles—we need only to mention Al Simmon's batting stand or Cy Blanton's pitching form. With this thought in mind, let me caution coaches that if a boy has success with a certain style of playing which is unorthodox, suggesting changes in his form may completely destroy his ability. Do not insist upon a change of form, but rather instruct the boy as to the weaknesses of his form, and if he can correct these weaknesses, his success is assured.

It is better to allow a boy to decide for himself to overcome his playing weaknesses, rather than to make him play a certain way to which he cannot hope to make a proper adjustment. Let me briefly illustrate my point. Suppose you have a boy report to your squad as a pitcher, and he is a side arm pitcher, possessing good control, a fairly fast ball and a round house curve. He has met with fair

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success against other boys' teams. What would you do? Be determined to teach the boy to pitch up and over, (overhand style), because it is more effective, and it may develop for him a better fast ball, a better hook, and a more deceptive delivery, and keep him working for weeks upon this new style despite his objections, or to take him as he is, and help him to develop a change of pace, better pitching technique and a pitching sense or smartness? Personally my answer to this question is—let the boy decide. If he desires to change, and conscientiously and patiently wants to work hard with the recognized better style, and has the temperament to be determined to succeed, the battle is half won. "You can drive a horse to water, but you can't make him drink." You can say "You must pitch like this for me, or you don't pitch," and the boy may want to and can't achieve; or he may not want to, and you cannot succeed with the boy if he has not confidence first in himself, and second in your ability to help him. "You cannot drive a nail with a sponge, no matter how hard you soak it." Therefore, the starting point in any teaching situation is to condition the individual to the task which he has to perform—the law of learning, mind set.

When the boy has the right attitude and wants to correct his poor skill habits, the next stage in his development is to analyze his faults for him. Unless a boy can see for himself his poor practices, he will be unable to make a complete readjustment. In other words, the boy must be intelligent enough to see where he is, and where he wants to go in relation to skill development. A boy willing to put in hours of hard work in practicing baseball skills, should not be allowed to practice the wrong skills. One of the greatest injustices that many boys have to suffer is being taught the wrong skills. We know that practice makes perfect, but by the same token we also know that wrong practices develop imperfection. We further know that firmly fixed bad habits of skill are difficult to replace. Therefore, men who accept positions of coaching, whether it be baseball or any other sport, should realize the responsibility of this charge, and if they are not sure in their own mind of the capability of their own teaching, they should decline the position. Unfortunately, necessity has often prompted

individuals to accept coaching positions which they were not trained to handle, and we have seen failure and success alike attained by them. Whatever the situation in such a case may be, the boys are the innocent victims of this circumstance.

Why should a boy be deprived of the opportunity of proper coaching in his favorite sport, while the coach engaged in that capacity must learn the activity himself. Coaching experience is a valuable asset and can be gained only by time, but coaching knowledge should be fundamental before an individual is engaged for the job. Many educators believe that a sport can be adequately conducted by a "sponsor" who is an individual willing to give his time to the boys' interest, but who himself, has no knowledge to impart to the boys. Of course this influence may have value in the development of character, but it is of no value to the boy who desires to improve his ability. We have today too many "sponsors" of sports, and we also have today many individuals who are called coaches and are such in name only. We also have individuals who are called coaches, and are just such, in that the attitudes which they impart to young boys are most undesirable and their standards do not measure up to that which most parents would want and should demand. Therefore, what we really need is teachers who know how to "teach", and teaching may be defined for our purposes here, as real coaching properly conducted. No doubt this raises a controversial problem, but let us get back to the boy.

He has decided to correct his faults, and is willing to work hard in practicing to correct skills. What then is left? He should be constantly encouraged concerning his progress and given an opportunity to gain experience, which, when done, will allow him to gain such poise and confidence that he will become a proficient and a polished performer.

A Junior High School Election

H. A. HELMS

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STUDENT participation has worked in the Central Junior High School for a number of years. At present the ones who are leaders in this organization are elected twice during the year; once in the spring for the work during the first semester in the fall, and again near the end of the fall semester for the spring work.

When the time approaches for the election

every pupil has the privilege and opportunity of suggesting one who he thinks would make a good person for a particular office. These names are checked by a member of the faculty to see whether or not the ones who have been suggested measure up to a high standard in conduct and scholarship.

Two delegates are chosen by the boys and girls of each home room and instructed as to how to vote when they come to the convention for the nomination of the officers. They may vote on the ones whose names have been chosen or support another name that has not been previously given. Usually the promising candidates are ones suggested from the very beginning.

The president always comes from the senior class, but the vice-president and the other officers may come from any one of the classes.

The delegates receive instruction as to how to vote for the different candidates, and they usually vote this way until a number of votes have been taken. If there is a tie, it may be necessary to have several votes before someone is finally chosen. They always select two for each office.

When the convention has completed its task in the selection of two candidates for each office, then each candidate selects a campaign manager, who looks after his campaign. Managers make speeches in the auditorium before the entire student body, telling the good qualities which their candidates possess. The office-seeker in turn sets forth his platform and program. Cards and other forms of advertising are used by the candidates and campaign managers.

Every child is required to register before he is eligible to vote in the election. There are a number of places arranged for this purpose, and a child usually registers at a precinct nearest his home room. On the day of the election, the ones who have registered have the privilege of voting. The voting is by secret ballot.

Practically every pupil registers and votes, and the spirit, while very warm at times, is always friendly. Even a defeated candidate may be selected for a member of the winner's cabinet. It seems that at the end of the election all the contradictory things that have been said and done during the election are forgotten and the desire of the victor and vanquished is to work for a better school.

The U. S. Office of Education reports that the average American high school enrolls 301.8 pupils, has 12.3 teachers and other staff members, and averages 24.6 pupils per teacher. During the past few years the schools as a rule have become larger while the pupil-teacher ratio has gone down slightly.—*The Education Digest*.

Maypoles--Graduates--Rainbows

WHAT shall we do?", countless kiddies are constantly asking when ideas for play seem to fail them. Ideas for adults are likewise often at a premium when party or other plans are in progress and that same query, "What shall we do?", is forlornly and helplessly made. Just like the kiddies, these adults are zealous for something different. Their question is answered here with ideas for May parties that will prove to be novel and conspicuously good.

One customarily thinks of June for commencement parties, but in many localities this all important event falls in May. For those whose commencement activities are celebrated in June, plans presented at this seemingly early date allow ample time for preparation.

Should a banquet be chosen as one of the graduation festivities, there are a number of possibilities which combine to insure a gala and significant occasion.

Place cards and menu programs appear as a diploma. This consists of a scroll of white art paper, or, for more artistic and colorful effects, in one of the school colors. The other school color is used in the satin ribbons tied around the outside. Written in one corner in sufficiently legible script is the guest's name. If the name is not clear it delays the finding of places, particularly if the group is large. To facilitate the seating of a crowd, attention is drawn to table seating charts conspicuously posted at the entrance to the dining hall or some other suitable place in the room where all are assembling. When scrolls are unrolled, both menu and program appear typed, printed or written in long hand.

An alternate use of the diploma introduces more informal and gay entertainment, a take-off on the presentation of diplomas at the usual commencement exercises. Previous to the presentation of the diplomas, the master of ceremonies discourses at length in somewhat this vein.

"Dear proud moms and pops, proud possessors of knowledge (meaning the faculty) and glorious, glamorous graduates. According to Fretwell and his contemporary educators, commencement exercises must undergo a transition from the traditional to the streamlined present day program—it must be a joyous occasion. We can think of no more joyous occasion for a graduation celebration than a banquet such as this, to replace the customary funeral march with students ending up in tiers—also tears. Educators feel too that individual accomplishments and abilities should be recognized. Thus the diplomas about to be

EDNA VON BERGE

Kiser High School, Dayton, Ohio

presented indicate what that special talent or accomplishment happens to be. Recipients of the diplomas will kindly read aloud the contents of their diplomas as the names are alphabetically announced."

Committees delegated to the making of diplomas avoid revealing either the general idea or the various talents mentioned.

The customary form of a High School diploma is used with varied, clever and characteristic comments added to each, as in this case.

Hester Esther Krell

Having completed the course of study prescribed in this institution, and attained a degree of proficiency which entitles her to be graduated with honors in (the added comments different with each student fill in the vacant space), the Board of Education of the City of Awards This Diploma as evidence of her attainment.

Following the portion of the diploma which states "which entitles her to be graduated with honors in", abilities such as these may be inserted:

- with honors in always appearing absent
- with honors in apple-polishing politely
- with honors in flirting flirtatiously frequently
- with honors in sleeping snoringly and sweetly in class
- with honors in dancing divinely
- with honors in Webster-dictionarying diction
- with honors in book-worming wonderfully
- with honors in mastering marvelous manners
- with honors in living lazily and luxuriously
- with honors in primping prettily
- with honors in day dreaming delightfully
- with honors in acting alarmingly absent-mindedly, but not always.

These and others should not be promiscuously assigned, but selected to apply seriously, or ridiculously, to the various graduates. Cruel and intentional offense must be avoided. It is well to remember that the regular commencement exercises are more serious, so that the banquet program may offer a contrast for the most part. There is no objection, however, to the thought-provoking, mingled with relaxing, light gay banter and joyous entertainment.

Small dolls are easily dressed in black

crepe paper gowns and mortar boards. They may be used either as individual favors or to march as table appointments down the center of the table on a raised platform banked on either side with low flower arrangements of simlax or ivy.

Mortar board caps and gowns rented for baccalaureate and commencement activities, may be worn by students to eliminate the expense of new outfits, which so many seem to feel essential for such an event. In schools where they are not used, cardboard mortar board caps are quite readily made. For additional uniformity, guests are asked to attend in black or white outfits (a white blouse will give the desired effect), or guests are provided with wide collar or yoke arrangements of white crepe paper slipped over the head and held in place with paper clips.

Provision should be made for some opportunity of reminding students that graduation is only an introduction to life, a commencing of a richer, fuller life; that the failures and errors of the past must not be remembered and allowed to become a handicap but give rise to resolutions for betterment; that growth in every phase of living never ceases; that the years will bring unhappy as well as happy experiences—all of them destined to leave an imprint good or bad, depending upon how they are accepted; and that all this growth comes not easily but requires persistence, determination, and subjection to desirable influences.

It would hardly be congruous for a student speaker to offer these words of advice. One with experience and high repute would much more effectively impress the students with these ideas.

At The Dance

Full recognition is given to the fact that the last dance of the graduating class should be a brilliant, gay and pompous festivity. Color lends enchantment, especially when pastels in rainbow shades figure conspicuously in the decorations. There will be no need to stipulate that girls come dressed in these colors, fashion automatically decrees pale colors for spring.

The long rainbow color ribbons and streamers pinned to the shoulder of each girl, with a corresponding boutonniere button-holed into the lapel of each boy's coat, will easily harmonize with the apparel of each one and make a very pretty picture when all are assembled. This rainbow dance is particularly spectacular in an outdoor setting, on tennis courts illuminated with revolving vari-colored spots, or by colored bulbs strung from corner to corner. When courts are lacking, dancing on the green or an improvised wooden platform may be considered. In case of rain the scene is easily shifted to a cafeteria or gymnasium, where a large crepe paper rainbow is

arched across one end of the room.

Punch in rainbow shades served with rainbow frosted cakes or cookies will refresh the dancers.

The dancing area may be surrounded by standards placed at intervals, to which rainbow crepe paper strips and bows are fastened. The colorful setting may be further enhanced through the use of a Maypole for an exhibition group dance and program design. Before and after use, the Maypole stands out decoratively against a backdrop with some of the streamers artistically fastened in place.

The grand march may lead around, under, and between the streamers held out by the attendants to form aisles.

For the finale, lights should be dimmed, and all present join hands around the Maypole or within the standards, as the orchestra plays and all hum as a trio softly croons Auld Lang Syne.

A Housing Problem Studied

Oreon Keeslar

University High School, University of Michigan, Ann Arbor, Michigan

YEAR or two ago in University School at Ohio State University, one of the Thirty Schools of the P. E. A. Study, an eighth grade core group began work under the leadership of one of the ablest teachers and grade counselors I have ever known, Miss Margaret Willis (Social Studies). The core on the junior high level at University School was allotted two forty-five-minute periods at the beginning of the forenoon's schedule, with a free-period following it, to permit flexibility. Responsibility for the core was shared by three staff teachers and incidental student-teachers, representing three areas of special interest—social studies, language, and science. These teachers were not there as lobbyists or protagonists for their particular subject-matter interests, but rather as *teachers of eighth-graders*. Each of them is particularly fitted to sense the contributions his subject matter area might make toward enriching the children's experiences in the frame of a large problem.

When the class began casting about for a problem soon after school opened in the fall, they realized that their core experiences of the previous year had been successful and satisfying but pretty well worked out and exhausted. They had made a study of Columbus, their home city. There was one thing about the previous year's topic though that

(Continued on page 364)

All School Assembly

IN AN editorial "A Deeper Note" (Recreation, June, 1940,) Mr. Howard Brancher says: "Recreation has a special task now—We in the United States need a strength beyond human power. We need religion. But we also need as a people, morale building recreation. We need to remember the beauty of nature, the charm of music, all that drama means to us, what art does to our inner soul, the joys of sport, that this can be God's world, a beautiful world, that life can be kept worth living."

With commencement just before us and the long vacation to follow, a series of assembly programs devoted to plans for wise use of this leisure time would go far toward the "morale buliding recreation" spoken of in the above mentioned editorial.

Though such programs should be primarily designed to be educational, if they are to secure and retain the attention of the audience, they must partake at least to some degree of the dramatic, and even at times, of the spectacular. Yet when one casts about for possible themes, any one of the numerous leisure time activities may be seen to have a wealth of possibilities for dramatic presentation and more often than not can be made spectacular.

If there are those who have spent their leisure time in travel, then have them put the memory of this travel into dramatic form and so make people and places "come alive" for those who have stayed at home. For those who would like to travel, there are the colorful maps, booklets, and descriptive materials which would assist materially in presenting a short or lengthy travelogue.

Robert Louis Stevenson traveled far, yet did not leave his home. Millions have traveled with him in that world of fact and fantasy, and those who have spent their leisure hours thus have found some measure of "morale building recreation." One vivid assembly hour may be the inspiration for those who are compelled to stay at home, to form a summer "travel club." The itinerary may be so arranged that the "trip" may last throughout the vacation. The joy in such a "trip" may prove so educational as to provide a wealth of assembly material for fall.

Among some of the trips which offer atmosphere for that "vivid assembly of inspiration," there are our national parks, the Black Hills, the Grand Canyon, the North Woods. There is the colorful old South so rich in story and tradition, the picturesque New England with its history and its "Yankee," the West with Indians, dude ranches, Mexicans,

MARY M. BAIR

Director of School and Community Drama Service, Bureau of Information, University of Kansas, Lawrence, Kansas.

or Hollywood, but better yet a visit and a tribute to those monuments to faith and labor: the California Missions.

Among the peoples whose customs furnish plot and atmosphere for the truly American folk-play, study those who live in the Cumberland or the Ozark mountains. The "Conscientious Objectors" of Lancaster, Pennsylvania, the different tribes on the Indian reservations, the negro of the deep south, the naturalized citizens working in various industrial centers, the share croppers, and the ever moving migrant.

Among the "scenes" which may be dramatized or shown in a colorful way are the welcomes to the gardens at Natches, Mississippi; the national flower and garden show at Seattle; cowboys and spectators preparing for the Rodeo; an hour at the Mardi Gras in New Orleans or some part of the Coronado Entrada as it is now being celebrated throughout the Middle West and south west.

Since the real objective of this series of assembly programs is to inspire the student to employ his leisure time toward "morale building recreation," each program should be so planned that the student may see how the activity may be fitted into his own particular program.

Any hobby or avocation may be dramatized and this, in such an attractive manner that many spectators will be eager to "find a hobby to ride." The amateur photographer not only "takes pictures" but seeks out subjects for these pictures, he learns more about people, animals, science and art. One assembly where amateur photography is the theme may lead to the organization of a camera club, which will bring countless hours of pleasure and profit to boys and girls whose leisure time has, here-to-fore meant little or nothing to them.

An original play may be the beginning of a playwriting group. The presentation of any play may mean an interesting summer of amateur theatricals and a community theater for the future.

Then there is clay modeling, stamp collecting, music, games, and always there is reading. Book characters impersonated, plots from worth-while fiction and episodes from outstanding non-fiction, may arouse the in-

terest of students who have never realized what a "morale building recreation" the world of literature opens to them.

A Housing Problem Studied

(Continued from page 362)

they still felt an interest in—an interest that was aggravated by the newspaper publicity accompanying the building of two "rival" housing projects one slum-clearance government project and another promoted by local real-estate interests. It was finally decided that a study would be made of *Housing*. None of the teachers had ever been through such a study before either but they were as intrigued by the study-topic as the pupils were. For several weeks planning and preliminary work went on; even Miss Willis could not see the way clearly and frequently had her doubts as to whether anything worth-while could come of it.

However, pursuing her policy of pupil-teacher planning in determining the content and direction of the course, she helped pupils work their way along. Visits were made to the new low-rent Poindexter Village, which the Federal Slum Clearance Program had created on the site of a particularly bad negro tenement district, also to the new medium-high-rent Olentangy Village, which certain real-estate operators were erecting on the site of an abandoned amusement park to provide several hundred apartments for university faculty members and salaried state office workers and others of similar economic strata. Studies were made of heating problems in housing, of house decorating, of house planning, of slums and their effect on the lives of those who must live there, of building materials, of labor problems in building a new home, of desirable and undesirable locations of homes, etc. Boys mixed concrete in various proportions and took their blocks over to the testing laboratory on the campus and ran strength tests to determine the best mixture for foundations of houses. Girls in art went into the matter of color schemes in furnishing rooms. In home economics, kitchens were studied.

The ramifications of the project left everyone quite breathless. The crowning achievement came in the writing, staging, and presenting of an original play, all writing and planning being done by the children. The theme of the play dealt with the social implications of bad housing. The scenes were centered around the happenings in a juvenile courtroom where two boys from a slum district were on trial, probation officers, judge, parents, and others concerned in attendance. From this court room, the "flash-backs" took the audience through the sequence of events which had landed the two boys in juvenile court, building up a strong

case against the place where they had to live rather than against the boys as criminals.

So successful was the production, so clear and pointed was its message, that the class was invited to adapt their script to radio requirements and present it over the local campus broadcasting station, WOSU, which broadcasts to all parts of the state of Ohio. Then the play was recorded on large transcription disks. Great was the amazement of many of the students when they heard their own voices coming back to them. Many felt that their voices and enunciation were not what they ought to be and would stand some working on in the interests of better speech.


The crowning climax for the teacher came when word arrived from Washington, D. C., from the Federal Housing Authority asking that she send a detailed description of the whole project with copies of the play. Many teachers all over the nation had been writing in to the Authority for suggestions of how to teach units on Housing and, if the teachers of the unit just described would grant permission, it was hoped that the children's play on Housing might be made available for free distribution to the teachers writing in, so that it could be used on Parent-Teacher programs, etc., to educate the people of the nation in the interests of better housing.

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Commencement---How We Do It

A LONG with the changes in high school curriculum and classroom procedure has come the demand for vitalized commencement programs. Such a program implies deviation from the use of a platform speaker and attempts at oratory by boys and girls who may have commendable scholastic ratings but not even a smoldering flame of a Daniel Webster.

Several schools have made claims of revised and progressive graduation activities, but I have failed to read anything startling or new in their procedure. Often the change has been nothing more than choosing an abstract phrase such as *Youth and Its Problems* to provide hooks for anchoring speeches. A brief symbolic presentation of principles in education, a play perhaps, occasionally a change of place or of hour from evening to daytime or from in-door to out-door, are most common innovations—labelled “vitalized”, “progressive.” Let me add one more mark of originality—it involves turning the spotlight on each pair of graduates as they walk to their seats on the stage—a showman’s act to high-light their path into the several years of shiftless existence, disappointments, and realistic contacts with a world desecrated by man. The very small percentage of high school pupils who continue their education succeed only in remaining for a short time within the rays of that misleading spotlight before they too are made to realize that the grand parade is over.

A vitalized program emphasizes activity—an activity in which every graduate is given a memento more permanent than that of the spotlight halo. Since a high school graduation is the accolade of a formal education for many boys and girls, we should make it a part of the pupils’ educational experiences.

There is seldom a complete solution for any problem, but we have found a way of making our commencement programs of personal interest to the graduates. The program takes the form of a pageant written and organized to include every member of the class. The school glee club and the band supply music, which may be only incidental music used in the interval between scenes or as a definite part of the pageant itself.

In class discussions we mention the suitability of members for the portrayal of certain types of characters. In other words, we apply a measuring stick to the possibilities of the class to determine how simple or difficult a program we can plan. If a pupil is talented, an attempt is made to use him in a particular role. One year we constructed the pageant in such a way as to include a solo

EARLE W. NORTON

*Principal, Pawling High School,
Pawling, New York*

by a member of the class who had an unusually fine voice. The assignment of outstanding character roles is made to pupils who stand in the upper third of the class, but we do not hesitate to use others who show ability. Sometimes it is more desirable to give a studious pupil credit for planning and revising a scene of the pageant and then to assign parts to those who excel in speech work and dramatics. It is unfortunately true that brilliant pupils do not always cultivate the best speech habits and stage presence. Our one conformity with previous practices is to reserve definite roles for the two pupils ranking first and second in scholastic standing. To the person second in class scholarship goes the privilege of giving the prologue to the pageant; to the one achieving the highest scholastic standing goes the honor of voicing the traditional well-wishing in a two to three minute talk.

Selecting a theme for the pageant is a major task because it must express the trend of the scenes representing the idea. The manner of collecting material depends on the initiative of class members. Some groups have been so interested in their program that only occasionally have definite assignments been made to collect basic facts for the episodes of the pageant.

After we have chosen a theme, decided on the number of scenes, and collected the necessary background material, the members of the graduating class, working either as individuals or in groups, construct a story around the episode with which they desire to work. In small schools where numbers in graduating classes range from thirty to forty, the work of organizing a commencement pageant can be done conveniently through the English class. The final phase of writing the pageant—and the most difficult one—comes after the boys and girls have contributed their ambitious attempts as playwrights. The scenes must be simplified; relationship between them must be established; characters are either added or eliminated; sometimes the efforts of ten pupils are combined in writing one of the final episodes. The burden of revising, eliminating, and reconstructing falls on the teacher and a group of five or six students. When we are ready to discuss costuming and appropriate music, then we know that our commencement pageant is

ready for the assignment of roles.

Our themes have been varied. The first pageant we attempted was a picturesque group of scenes entitled *Launching a Nation*. Appropriately costumed "spirits" of enterprise, independence, and progress introduced historical episodes in the formation of our nation. In the portrayal of marked changes in a school curriculum of 1938 from that of 1838 we used the conversation of two girls, one representing the pupil of 1838 and the other, of 1938 to interpret and connect the scenes which portrayed a few of the advances that have been made in methods of familiarizing pupils with their basic education. Stories enacting the songs of or relating incidents in the lives of American composers have been used as a theme. It was in this pageant that we used a chorus much as the Greeks did in their dramas to suggest the import of the scenes. Last year our theme was taken from the lives and poems of four early American poets. A speaking chorus, divided into three groups for effective variation in tone, recited the story between breaks in the characters' speaking lines and between changes of scenes within an episode. Learning early the value of limiting the theme and number of episodes is helpful in making the pageant a definite unit.

There are few people who fully enjoy sitting in a crowded auditorium listening to deans and college presidents urge high school boys and girls to take the reins of a youthful triumph in hand and win their golden spurs by climbing a ladder of success that has a pot of opportunity hanging on every rung. After five years how many graduates can recall the advice and precaution forcefully delivered at them by their commencement speaker or by any of their classmates who stood first, second, etc.? However, if the program is one to which each pupil has contributed—if only a small part—toward marking the day one in which he is more than a passive recipient of a diploma, it becomes a red letter day in his school experiences.

The pupil participation type of program can be presented on the school lawn where the setting of shrubbery, green grass, and blue skies (always a gamble) add a natural beauty to enhance the colorful costumes. The hour for the program is fixed at ten-thirty in the morning. By quarter of twelve all of the costumes have been packed, the snapshots taken, and we are ready for home and a leisurely lunch. The pageant is timed to play not more than an hour. Then while the school band plays two selections, the class members exchange their costumes for caps and gowns in the school building, where the procession starts. The students stand facing the audience in a semi-circle to receive their prizes and diplomas from the principal. We have two major problems each year—

one is getting enough chairs on the lawn to seat the audience, and the other is the possibility of rain. In unfavorable weather the activities are transferred to the school auditorium. It has rained once in five years.

The expense involved in a program of this kind is negligible. Since we have a budget allowance for costumes, we use it. The scenery can be arranged as elaborately or as simply as the imagination of the class and facilities of the art department of the school permit. A complete set is unnecessary; in fact, it would be out of place. The art department cooperates in making screens, scrolls, and signs to designate a place or building. It decorates platforms and thrones, and if a large background is desirable and one is suggested that can be used in all episodes, that is also planned and made by the pupils in art classes. If additional historical data is needed to give episodes the right interpretation, definite assignments are made to history classes. In crowd scenes we have used other pupils of the school and at times have extended our demands into the grades. I have already mentioned using the glee club and the school band. A high school graduation is too often considered an activity apart from the pupil's school life—a display in which the boys and girls are mere puppets on a stage. Plays are inadequate substitutes for programs because the casts are limited and adapting them to include an entire class is seldom possible. The out-of-doors pageant we are using in our school is an outgrowth of classroom work; it is adaptable to the varying numbers of each class; and it involves only such expenses as a school wants to incur—in other words, the pageant may be as elaborate or simple as facilities will permit.

The class of '41 has begun the gradual evolution of its commencement program. It is eager to bring before the public of this community the early roots in the heritage of democratic life. Our theme, which has been limited to the early history of the New York Colony, is *Pioneers in Democracy*. Democracy in the Six Nations, Democratic Leadership in the Old Frontier, Democratic Forces in the Colonial Assembly are a few of the possible episodes for which we are now gathering material. There is a place for every girl and boy in this type of commencement program, but it is not that of a designated chair on a platform during the final hour. Some pupils will find an interest in taking notes on reading material on which the scenes basically must be constructed; others will suggest, organize, and eliminate; and a few will create additional character roles and lines. activities are transferred to the school auditorium. It has rained once in five years—a statistical chance that the odds are in our favor.

Student Day at Walnut High

TO THE ordinary onlooker, Thursday, March 13, 1940, dawned a cold dismal day, but to the Walnut High School student as he started off to school, it was a day to show to the community that he and his fellow students could shoulder the responsibilities of self-government.

Yes, it was Walnut High School's first Student Day in its history. But this event was not a spontaneous outburst. It had been carefully discussed and planned by the Walnut High Student Council—an organization representative of the student body—made up of two delegates from each class, a representative of the student body at large, and the class sponsors and officers selected by the students.

Knowing that only through a well-prepared program could such a plan be carried to successful completion, the student council made elaborate and well defined plans. The support of the students was first assured by a poll taken in the general assembly—the idea being especially stressed that only through the co-operation of the entire student body could success be certain, that one inconsiderate person could easily destroy the spirit of the whole undertaking.

The school and local papers carried advance notices to arouse an interest in the project, and selection of class "teachers" during the days preceeding created an atmosphere of intense expectation. The efficient student council members had been elected during the quiet periods preceeding school in the morning and at noon to fill the respective positions of the faculty. Although the weather was particularly formidable for good attendance, the record showed that the attendance on that morning was exceptionally good. However, the student principal pro tem issued admits from the office to the few late-comers.

The student teachers had previously consulted the teachers of each class, so that class work would go on per schedule. When the tardy bell had rung, the class room doors were closed and study was resumed. On the whole, the students had their lessons very well, and the student teachers had really put forth sincere effort to insure interesting class discussion.

We are sure that if there had been visitors that morning, they would have been impressed with the quiet order with which the students conducted themselves. Each student seemed to feel the importance of the occasion and was unusually attentive.

The members of the faculty took a well-

FRANCIS GUITHER AND
EVA BLYANCHE JOHNSON

*Walnut Community High School,
Walnut, Illinois*

earned vacation on this morning and went visiting in the town's new elementary school—that is, all of them but our principal, who had so much faith in the student body that he ventured to a neighboring high school to do his visiting.

When the bell rang dismissing school for the noon hour, some breathed a sigh of relief—for they realized the responsibility of this experience in self-government. Those students who leave the building for dinner carried the news up town—Walnut High School Student Day had been a big success.

One of the factors most forcibly impressed upon everyone in general was the ability of the students in self-government. Having been always under the constant supervision of faculty members, the impression was that students were not able to take care of themselves and still be orderly. We are of the opinion that we have shown marked ability in self-control and the governing of our actions and emotions through the carrying out of the program of Student Day. Not only have we exhibited that young men and women are capable of self-management but that such action is really demonstrable. Let us not say that we boast of our achievement, yet we are proud to have piloted the ship of government of our school for a short period and find that through our efforts, the ship still sails on—in smooth waters.

A poll taken after this experimental Student Day revealed that 94% of the students liked it, thought it was worth while, would like to have it carried on each year, and thought good order was displayed. The townspeople as onlookers were much impressed but at first seemed incredulous when they learned that not a single teacher was present. Several students requested an all-day Student Day and others even said that the teachers were welcome to leave twice a week during every week of the school year, if a similar program could be carried out.

Such an experiment may not have increased our academic knowledge, but the value received otherwise is, we believe, incomprehensible. Lessons in self-control, self-government, responsibility, good citizenship, and co-operation with our fellowmen can be learned in the best possible manner only in

practical application of such principles.

The first Student Day at Walnut High is a demand for another similar in nature. Students of Walnut High have stepped into a new experience in personal management, and we sincerely request that other schools give it a try. It's an adventure which should not be denied young men and young women of a democratic nation.

A Visual Education Project

H. W. MEDLER

*Superintendent of Schools,
Novi, Michigan*

"GEE! I wish that Prescott had a picture machine of its own." This bit of wishful thinking was expressed by one of the students in the Prescott High School. Prescott is just one of the many small rural high schools with a membership of about one hundred students. The student's wish so dreamily expressed gradually developed into a discussion and the idea was finally presented at a meeting of the student council.

Within a few days representatives appointed by the council, accompanied by a faculty sponsor, investigated the ways and means by which neighboring schools had secured their motion picture projectors and public address systems. The committee reported that the means varied from the furnishing of elaborate systems as standard equipment by the board of education to candy sales, local picture programs, and school dances sponsored entirely by student organizations. Although the student council was favorably impressed with the report, previous athletic expenditures had drained the treasury. The committee was instructed, however, to arrange for a demonstration of a used projector.

The demonstration was arranged to be given as part of the local community club program. The board of education was particularly invited to be present at the demonstration. The community club was so favorably impressed that it volunteered a substantial cash donation toward a projector, should the student body decide to buy one. The students were also favorably impressed and voted a unanimous approval of the council sponsorship, providing convenient arrangements could be made.

An analysis of the sales proposition presented revealed that much more convenient terms of payment could be arranged if new equipment were purchased. The program of activities providing for the liquidation of the future obligations met the approval of the council. The problem of securing the necessary funds to meet the cash payment remained.

Three school organizations volunteered one year loans to the student council from idle balances on their accounts. The necessary amount was readily advanced, and the loans were to be paid from the proceeds of a school carnival the following fall. The council purchased only the minimum equipment necessary to carry out its definitely planned program of liquidation, and voted to add to the original equipment only as future income would permit.

A special program planning committee was established by the council to work in conjunction with a similar committee from a neighboring high school. Through the joint action of the two committees, a well varied program was planned, and a financial saving was affected through the sharing of film transportation costs. Many fine free educational films were scheduled between the datings for pictures for which admission was charged.

Before the first film could be run during the day the problem of darkening the auditorium arose. Twelve extra large windows had to be covered, and the estimated cost ran to nearly one hundred dollars. To complicate matters, the local board of education had failed to attend the original demonstration, and some members had later developed an antagonistic attitude toward the project as a whole and would give it no support. Through the cooperation of the local WPA organization, a student committee and a faculty advisor solved the problem by the use of black oil cloth mounted on shade rollers at a cost of less than one dollar per window.

The success of a home talent play staged in a neighboring community provided the faculty advisor with an idea for further advancement of the Prescott project. The men of the community were approached concerning the staging of a local home talent production. The wholehearted response of the local men was both surprising and inspiring. Characters were selected with care, providing for a wide range in age, profession and position within the community. Six weeks later the largest crowd that Prescott had ever assembled turned out in response to the local effort.

The men were asked to help decide how best to use the money raised, with the result that all obligations of the visual education project were paid, and a school membership in the cooperative film project of the University of Michigan was purchased for the following year.

A student's dream had come true, a two year project had been completed in less than five months, and most important of all, a lesson in cooperative democratic procedure had been learned by both a school and a community.

A Student Council Comes to Tecumseh

ADEN E. MEAD

Tecumseh High School, Tecumseh, Mich.

WE HAVE a student council which until recently has operated unsatisfactorily—not because of the lower caliber of the student representatives, but because they could see little reason for the existence of the council. I do not mean to infer that legislation of the council had to be strictly censored by the administration, but apparently the group was satisfied with handling the school carnival, sponsoring a dance or two, and carrying out other similarly simple tasks.

A feeling seemed to exist among the student body that membership on the council was a loathsome task and that representatives were just so much excess baggage as far as the operation of the school was concerned. Regardless of how highly the members of the council were regarded as individuals, their jobs were considered unnecessary.

As faculty advisor for the council I learned what the general sentiment of the high school

was concerning that group, and I also detected that the representatives on the council had begun to realize that perhaps they were doing nothing of genuine benefit to the school.

Being a fairly new teacher and not knowing how my recommendations would be received, I did not want to step in and make suggestions. I felt—and hoped—that some day some job would turn up which the council might perform so well that it would be able to prove itself indispensable to the efficient operation of the school.

Finally somehow, in one of our regular council sessions, the matter of hall discipline came up for discussion. Someone wondered why the teachers served in the halls to maintain order; another ventured the assertion that if those teachers were replaced by responsible student monitors, the halls could be kept much more quiet. The discussion was carried further, but the council members felt reluctant to take any action toward making changes unless they were sure the whole school was willing to cooperate. They decided to take the matter to the student body. On the following Monday morning a special assembly was called, and the president of the student council placed the proposition before the whole group: would they be interested in establishing a monotorial system,

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SCHOOL SCIENCE and MATHEMATICS

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with students in control? The council members were surprised to discover that the school was unanimously in favor of such a plan. Here was a real challenge thrust right into their laps! The manner in which they responded proved highly gratifying.

To begin with, the council members drew up their own set of hall regulations and carefully selected the persons who were to initiate their scheme. They arranged for an inauguration ceremony for the first officers before the whole school. The president of the council spoke to the assembled students, mentioning outstanding violations of the rules and urging the cooperation of the student body.

Most of the students accepted the plan wholeheartedly, and from that time on, there was a more wholesome attitude between the students and the council. A boy crippled by infantile paralysis was elected monitor-in-chief, and he has done an excellent job in making the scheme function smoothly. Incidentally, this job has been a fine thing for him, because he has had a chance to prove that he is a necessary part of the school.

The council has taken complete charge of the hall monotorial system. They have set up a system by which noise in the halls has been curbed and skipping study hall eliminated.

The most encouraging thing, however, is that after they had done this first job well the student council members began to see other work around the school that they might do. Someone discovered the student council had no constitution. No one had seen that document for years. They decided that they needed one to outline their duties, whereupon they proceeded to draw up a new constitution and present it to the students. It was adopted with but few changes.

Today, whatever activities the council suggests, it can be sure of the backing of the great majority of the students. I am positive that, had I stepped in and made suggestions a year ago, I would have done more harm than good. But because the students themselves saw the need and undertook reforms upon their own initiative and became responsible for the success of those changes, we are making progress toward a much more efficiently operating student council.

Safety for the Cyclist

A. V. LARSON

Wilmette Public Schools, Wilmette, Illinois

WILMETTE, a village of 16,000, is located on Chicago's North Shore. For a number of years the bicycle situation was an acute

problem, but little attention was given it. In 1935 a boy while on his bicycle "hooked" a ride on a truck which resulted in an accident that cost the lad his life.

The residents, along with the school and village officials, decided that action must be taken to prevent a recurrence of the tragedy. The village president appointed a group of citizens and officials, who with the help of national safety experts, drafted a bicycle ordinance. This ordinance calls for the licensing of all bicycles, restricts their use to certain streets and sidewalks, and eliminates various hazards peculiar to them.

The first step in this safety program is to have every bicycle inspected to ascertain that its condition and safety equipment meet the standards set up by law. Each spring a safety lane is set up at the schools where the safety patrol boys make the inspection under the supervision of the police department. If the bicycle passes the test, the owner is given his registration card, which he takes to the village clerk, who issues the license plate without charge.

The ordinance is enforced by educational methods through cooperation of the schools and the police department. The school safety patrol boys, along with their other duties, watch the bicycle traffic. In cases of repeated violation, the violator is given a notice to appear before the school safety court. The judge of this court is a student, elected to office by the student body. Here the defendant may defend himself, and the judge may take what steps he wishes to insure that the violation will not be repeated. The judge is free to enlist the help of the parents, teachers, or principal when he thinks necessary.

Since it is impossible for the boys to do this work alone, the police department assumes their share of the responsibility. Each violator is reported to the station. That evening a man in uniform delivers a letter of explanation to the father. The parents, have given excellent cooperation in enforcing the ordinance.

The American Legion and the Parent-Teacher Association sponsor programs which encourage safety and make the children safety conscious. In the past year they held an essay contest for the school children on bicycle safety, a contest between schools for the fewest violation reports sent to the parents, and a banquet at the end of the year for the patrol boys in recognition of their safety efforts.

The final test of any program is, what are the results? Since 1935 when this safety drive started, Wilmette has not had a fatal bicycle accident among the school children.

"Never despair; but if you do, work on in despair."—Burke.

News Notes and Comments

May Front Cover

1. Scout Headquarters, Barton High School, Allegheny County, Maryland.
2. French Peasant Dance, Marion French Club, Southern Illinois Teachers College, Carbondale, Illinois
3. National Honor Society, Augusta Lewis Troup Junior High School, New Haven, Connecticut
4. Puppet Show, Marion French Club, Southern Illinois Teachers College, Carbondale, Illinois

I Am an American Day—May 18

For the third successive year, the people of the United States will celebrate I AM AN AMERICAN DAY, on May 18. The President, at the request of the Congress, has just issued a proclamation to that effect.

I AM AN AMERICAN DAY has special significance this year. Probably never in the history of the United States has American Citizenship and its implications meant more than it does today. In times like these, when Democracy stands out in strong contrast to governments that have subjugated their people, it is important to observe and commemorate the privileges of American citizenship as widely as possible.

The Department of Justice, of which the Immigration and Naturalization Service is a part, wishes to do everything it can to encourage local observance of I AM AN AMERICAN DAY. The ceremonies and celebrations will be sponsored by national and local organizations, such as civic clubs, patriotic organizations, fraternal societies, schools, social agencies and other interested groups in each community.

"Student Cooperation," is a 20-page printed report of student government in high schools, from the National Self Government Committee, 80 Broadway, New York City. It is a new booklet on this interesting subject including much about student organizations and student interest in government.

Collection of Theatrical and Art Backgrounds

Now all the theatrical film titling and laboratory facilities of the Filmack Trailer Company are being made available to 16 mm. movie makers through a subsidiary company, Filmack Laboratories, 843 S. Wabash Avenue, Chicago. The Filmack collection of theatrical

quality art and photographic background subjects, said to be the largest and most complete in existence, can now be utilized for titling by every 16 mm. or 8 mm. movie maker, professional or amateur.

Each Tuesday afternoon several large busses roll up to the W-G-N studio building in Chicago and pour out their loads—600 students of some Chicagoland high school.

The students have been excused from classes to witness a weekly presentation of the "Citizens of Tomorrow" broadcast which will honor their school on this particular day.

High School Play Given Five Times

"June Mad," a play by Florence Ryerson and Colin Clements, given March 19 to 22, proved so popular with friends of the Pontiac (Michigan) High School that demand was made for a total of five performances.

A nation-wide experiment to determine the possibility of substituting older "A" pictures for current "B" pictures and of using recommended older films for a planned series of students' matinees, around which curriculum units in photoplay discrimination will be built, will be tried during the academic year 1940-41 under the auspices of the motion-picture committee of the N. E. A. Department of Secondary Teachers. School authorities, in cooperation with theatre managers, will select ten photoplays to be shown during the school year on one afternoon or one Saturday morning each month. The films revived will serve as a basis of a new course in "Types of the Photoplay." The experiment is under the supervision of Dr. William Lewin, of the Weequahic High School at Newark, chairman of a committee of 500 educators who are endeavoring to raise the film standards of young America, in cooperation with Josephine Allensworth of Memphis, Tennessee, chairman of the Departmental Committee on school-and-theatre cooperation.

American Jubilee Utilizes Music

"The Americans All-Immigrants All Committee" in cooperation with the Council for Democracy has prepared the script of an "American Junior Jubilee" for release to the schools of this country. The theme of the production which is intended for school and community performance is the unity of the American people. Five main episodes bring to the stage singing and dancing groups repre-

sentative of the various national and racial backgrounds that have contributed to the building of our nation: First Episode, the Indians; Second Episode, the Colonists; Third Episode, Raising the Torch of Freedom, 1776; Fourth Episode, Pioneer Peoples; Fifth Episode, Years of Expansion. In the Finale, all groups assemble before the Statue of liberty enlightening the world, pledge allegiance to the Flag as the symbol of our national unity, and join in the concluding number, "Star-Spangled Banner."

The script was prepared by Mr. Avinere Toigo, Chairman of the Americans All-Immigrants All Committee in cooperation with the Council for Democracy, and was organized for school and community use by Dr. Osbourne McConathy, distinguished music educator and Chairman of the Committee on Music in Social Life of the Music Educators National Conference.

The pamphlet has been published by Silver Burdett Company, New York, Chicago, Atlanta, Dallas, and San Francisco, Publishers of the Music Hour Series, and will be distributed as a part of their contribution to the national program of "American Unity through Music." Single copies are being distributed to the schools without cost. Quantity orders will be filled at the nominal charge of 3c per copy.

"Americans-All Junior Jubilee" will bring

to communities where productions are given a new spirit of patriotism based on the belief in our nation's unity and the democratic way of life.

Guidance Conference

Plans are under way for a "Guidance Conference" at the School of Education of Northwestern University during one week of the summer school term.

Teaching Aid for Shut-ins

A two-way intercommunication system can now be used to provide for the education of children who, because of physical disabilities, are unable to attend school. With the aid of the Twinphone communicating system, fifteen Iowa school districts are now instructing shut-in pupils by remote electrical control.

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Questions from the Floor

BY THE EDITOR

● *Is it advisable to take school trips after school has closed?—Wayne Howard, Coffey, Missouri.*

Yes; a great many schools now schedule these.

A good illustration is the practice of the high school of which the writer is president of the board. This school schedules shorter trips—up to a day in length, for nearly every week of the regular school year (some weeks several of these trips are taken), and uses the school busses for transportation. Nearly all of these trips have a direct relationship with class work.

A two-week, 3500-mile tour is scheduled for the end of the year. Four of these tours are taken (one each year); they go East, North, South and West, in this order. Any student in the school may go. Before the tour begins, the student must have completed and turned in for official "OK" his "Trip Book"—a year-long project which covers the geography, history, literature, music, industry, commerce, science, etc., of the area to be covered, and he must also have completed his deposit for his personal expenses. The "Trip Book" is an attractively bound mimeographed volume which the student retains. Hence, the event is not a mere sight-seeing excursion but a prepared-for educational tour.

The board furnishes the busses, drivers, suitable chaperonage, and pays all transportation and allied expenses, tolls, etc. The student's personal expenses (which are kept down by staying at inexpensive hotels and cabins) usually run from twenty to twenty-five dollars. Most of the students begin depositing towards these expenses in the fall. At the end of the tour any unexpended funds are returned to the students.

Such a tour could hardly be made during the year without seriously interrupting the work of the school.

● *Membership in our Athletic Club is restricted to those boys who have earned the school emblem in one of the four major sports. I find that a number of the boys who are not gifted in athletic ability would like to come in. Are we justified in keeping this club exclusive?—Hiram Gerrard, Sardis, Mississippi.*

Your organization is a Letter Club and is to be found in many schools. Sometimes it is little more than an honoring institution, but usually it has a constructive program—it

helps to promote intramurals of all types for both boys and girls, good sportsmanship campaigns, and other similar worthwhile activities within the school. In this way it can be a very commendable organization.

We can see no justification for limiting the possibilities of athletic participation to the members of this group.

● *How should the representation in a financial centralized organization be equalized so that the interest clubs are favorably represented relative to the major income-producing clubs?—Donald R. Tully, Lincoln Junior High School, Kenosha, Wisconsin.*

Under no circumstances would we favor allowing an organization—any organization—to spend money in proportion to what it produced. All monies should go into a common school treasury, lose their identity, and then be disbursed on the basis of actual need.

The central council, preferably through a competent finance committee, investigates and studies, in a thoroughly unbiased manner, the requests and needs of the various activities and then develops and adopts a suitable financial budget. In case readjustments become necessary later, they are made.

● *Can hazing in a school be banned by the school head?—Homer Richie, Arkansas City, Arkansas.*

Yes, theoretically and officially, at least, and practically, too, in many instances.

The best way to deal with this vicious practice is to lead the school itself to appreciate the fact that the student's first day (week, month, or year) in a school is his most important, and that anything that tends to dishearten or embarrass him can only be detrimental to his entire school career.

This is especially important in the high school. College freshmen are older and usually consider this horseplay a part of their collegiate initiation, and somewhat enjoy it. However, the high school freshman is much more immature, and new school, teachers, regulations, traditions, studies, and activities combine to represent a setting in which he needs kind and sympathetic treatment, not the opposite.

If the school itself cannot or will not develop this friendly attitude towards the new student, then it is up to the administration to prohibit hazing and enforce this prohibi-

tion vigorously. Some few students may look upon such a rule with disfavor, but most of them will recognize the value of it—and all townfolk will.

● *What should be the lower grade limit in selecting members for a student council in the elementary school?—Caroline Bowie, Herin, Illinois.*

We know of no lower grade limit. We have seen councils in the first grade, and at least one in the kindergarten. Naturally, these lower grade councils (usually a single committee) are simple both in organization and activities, but, for purposes for the pupils concerned, they are probably as educative as the more complex organizations and the more numerous activities are for the older students. Obviously, because of the young pupil's lack of experience in running his affairs, some little time must be given to showing him the main idea behind the participation plan.

Usually the elementary school council is composed of pupils from the top three or four years only, but often, when this plan is developed, there comes a reasonable demand for a similar organization for the pupils of the lower grades. So very frequently an elementary school will have two councils, one for the upper and one for the lower grades. If only one council is planned 'it should probably include only members from the fifth or sixth to the eighth grades.

● *What can be done to help the child that strives to make the honor society but due to physical, mental, or other handicaps cannot meet the requirements? What can be done to prevent him from developing an inferiority complex?—Florence Tims, Aliceville, Alabama.*

Perhaps the most important single function of the school is to make the student curious about himself and so help him to discover his interests, abilities, and capacities, and show him opportunities for the proper development and capitilization of these. And nearly always a part of this program concerns adjustments between his ambitions and his abilities to achieve them.

Educationally, it is as profitable for a student to find out that he cannot compete successfully with his fellows in singing, playing football, writing poetry, acting and doing other school stunts, as it is for him to find out that he can. Naturally, we do not want to be hasty, too hasty, in setting these limits, but encouraging or even allowing a student to aspire to something for which he is obviously not fitted, represents incompetent schooling.

Probably the average student would easily appreciate the logic of the limits idea, and, if it were suggested to him, would with his teachers' and parents' help begin to evaluate his own possibilities in terms of these limits. Too, he could begin to revise, if necessary, his ambitions in line with his abilities. This is the core of the guidance program.

Although they might regret having to make readjustments in their ambitions-abilities coordinations, probably few students would develop an inferiority complex. Their success in other lines would stimulate them and so tend to cause them to forget their earlier aspirations.

The danger of this important evaluation is apparent—the possibility that a capacity will go undiscovered or will develop slowly. Evaluation must not be premature or hurried. However, the limits-idea suggested above still holds.

● *To what extent or under what conditions would you allow a person or groups of persons who come to your school without appointment to present a free program that you feel would be worth-while? Should a special assembly be called?—Albert A. Thompson, Chaffee, Missouri.*

Generally speaking, it is a good policy to arrange in advance a definite schedule of assembly programs and adhere to this.

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However, there are times when a worthwhile assembly possibility becomes available on short notice and if, in the opinion of the school administrator, it is valuable enough, a special assembly should be called. Too many of these "break-ins" will disrupt the school, but an occasional event will be a welcome surprise to the school, and should be profitable to its members.

Incidentally, it is nearly always inadvisable to postpone a previously scheduled and announced program; it is better to add the special event, even if it brings two assemblies rather close together.

● Do you think that music is truly one of the most outstanding extra-curricular activities educationally and recreationally, or do you believe that it has just been stressed more because of its ability to entertain and reap finances?—*Esther Ruby, Salisbury, Pa.*

Personally, we consider it one of the most outstanding subjects in the school, and, if we had our way, every student would have music—lots of it. Yes, even those students who "have little or no musical ability and little or no interest in the more or less academic phases of it."

Practically every student will listen to music nearly every day as long as he lives through such media as the theater, radio, church, meetings of all sorts, etc., and it is logical that he will listen more happily and wholesomely if he had a bit of able leadership during his school years.

Some students will learn to play and sing, for and with themselves and friends, fairly creditably, but probably not one in a thousand will ever play or sing professionally. Hence, the emphasis must be upon education for the consumption, as opposed to the production, of music. Naturally, in the case of those who have ability, happy and wholesome consumption will be hastened and enhanced by such education.

That music, like athletics and dramatics, has been abused and cheapened in schools is evidenced by the number of operettas, contests, concerts, programs, and similar money-raising schemes. Music, as you imply, has always been a good money-raiser. These events have some values, of course, but tickling the spectator and bringing in the cash have been overemphasized to the detriment of the school's music program.

To repeat, we believe music to be one of the best subjects of the school, one far more easily justified than several of the traditionally established subjects which we might mention.

● Should students get credit for instrumental music in high schools?—*Joe Tom Holt, Pea-*

body College for Teachers, Nashville, Tennessee.

Certainly, provided the teaching is competent and this credit is based upon the time actually spent in practice. Such credit is now allowed in many and many a school.

Instrumental practice is usually considered "laboratory" work, which is generally credited at one-half the value of an equal amount of time spent in "recitation" and preparation for recitation work. Playing in the band, orchestra, or other organization is, of course, counted as practice.

Although, theoretically, it is entirely possible for a student to earn four credits in instrumental music, most schools limit units in this field to two.

Community Centers

The part played by the public school in the democratic processes is recognized chiefly because of the importance we attach to the education of America's children. But after the children have gone home for the day, the school becomes a community center where grown men and women may go for recreation, social contacts, and further learning. During the recent fall term Oakland public school buildings were used 14,813 different times after school hours for meetings and recreational events. This figure does not include regular evening classes nor playground activities. The schools are available to the entire community, young and old alike. They are truly "public" schools in the broad, democratic sense of the word.—*William F. Ewing, Superintendent of Schools, Oakland, Calif.*

It is a most mortifying reflection for a man to consider what he has done, compared with what he might have done.

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How We Do It

C. E. ERICKSON, *Department Editor*

Senior Day in a Small High School

J. H. SPENGLER *Archbold High School*
Archbold, Ohio

Some fifteen or twenty years ago in the Archbold, Ohio, high school there was begun what has since come to be called "senior day" in this school. It consisted simply of having each senior appear before the entire student body to tell of his happiness or sorrow in leaving the school. It was sort of a "last chance" for each one to unburden himself before leaving the school. From that meager beginning has developed a "senior day" which is the highlight of the entire commencement week. It holds precedent over all other functions relative to the graduation of a senior class. It has become a tradition in this community and people always pack the auditorium for the program, which is held at 9:00 A. M. on Friday morning, just one week before the close of school.

Senior day consists of a program put on almost entirely by the graduating class. The high school band or orchestra may open the program, but beyond this the seniors have the responsibility of the entire program, which usually lasts from nine until about eleven-thirty o'clock. The program consists of a great variety of numbers, during which every senior appears at least once. Musical numbers, dramatic skits, orations, short plays composed by members of the class, a German band, valedictory and salutatory addresses, tributes of various kinds, class prophecies, class wills, and anything else which the graduates may wish to present to a large and interested audience. An outstanding member of the class acts as master of ceremonies.

The graduates have full responsibility for the entire program. A committee of five or seven members, selected by a vote of the class, accepts full responsibility for providing a suitable part in the program for each member. The remainder of the class may be called upon whenever they are needed by the committee, and thus all have a part in preparing the program and sharing in its responsibility. This program requires an equal amount of initiative, resourcefulness, and responsibility on the part of the graduates. Naturally some of the members carry a greater share of the load than others, but there is no way to equalize this, for some possess greater ability as leaders than others. However, all are eager to present a worthwhile program to the public. They know that any-

thing mediocre will not greatly enthrall the audience, so they strive for the best. They know that a successful program is a credit to them, and an unsuccessful one is a discredit to them. The school and teachers have no part except that one teacher acts as an adviser. He helps only when asked by the class and he never proposes new ideas or tells them how to go ahead. The entire load is theirs and they realize it.

Another feature of the program is the awarding of all scholastic, athletic, musical, and other honors which have been achieved by any pupil in the school during the year. This forms an impressive part of the program.

This type of program, in which every senior participates, is naturally limited to the smaller schools. It can be successfully used with classes as large as fifty students.

It has been a highly successful venture in the Archbold High School and has become a traditional part of commencement week.

Speech and Poetry Festivals

MILDRED FUTOR, *Auditorium Teacher,*
Heronville School, Oklahoma City, Oklahoma

The auditorium teacher in the elementary schools can create an unusual amount of student interest in poetry and in original speech through a school-wide tournament or festival. A poetry festival and the original speech festival will each require about a month's preparation.

The class work leading up to the festival will be discussed later. Before entering into the competition, each student should make two appearances before his own class, in order to obtain practice before an audience. This will not take an unreasonable amount of time because most of the students will require less than two minutes each.

The festival begins by pairing off the classes for joint meetings. If, for example, the third, fourth, fifth, and sixth grades in a school are each composed of two classes of thirty-two students, then the sixty-four students in each grade will meet together. This gives each student the opportunity of speaking before a group which includes persons other than his classmates. One-fourth of the students in each grade are selected by the teacher to represent that grade at a joint meeting of two grades. At this meeting, it is desirable to have several teachers as judges. One-fourth

of the contestants in each grade—that is, four from each grade—are selected for the finals. These sixteen students speak at an all-school assembly and are judged by all of the teachers of the school. Four winners are chosen, and no attempt is made to rank them.

It is helpful to have an outside instructor attend the finals in order that students may have the benefit of constructive criticism from someone not connected with the school.

Both the poetry festival and the original speech festival may proceed along the lines suggested above.

The project of the original speech festival may be introduced by teacher-pupil discussion of possible subjects. Subjects should ordinarily be within the field of the students' personal experience. Generally, exposition will be the safest form of discourse.

In developing their subjects, the students will find aid in the home room class and the library. They should be encouraged to frame a simple outline for their speeches and to make provision for an introduction and a conclusion.

Before beginning the poetry festival, some class time will be devoted to the reading and discussion of poetry. Books of poetry are then made available to the students, and they are encouraged to get acquainted with a number of poems before making their selections. For those few who have difficulty in making a choice, the teacher's suggestions will probably be helpful.

Because of the fact that the students are learning poems of their own choosing, and because they have the privilege of speaking before students other than their own classmates, they do not feel that the poetry is being forced on them. Thus the children's natural love of poetry is encouraged rather than stifled. All too often, poetry has been made a memorizing choir.

It should be emphasized that the advantage of the "festival" plan over the usual "contest" is that every boy and girl in the school gets to speak his piece and recite his poem before a group other than his own classmates. In the usual contest, only a select few are given this opportunity.

But, the elimination feature saves the program from being a mere routine. The competitive situation gives the pupils a strong incentive to give their best efforts. At the first joint meeting of the classes, the mediocre speakers, no less than the talented ones, feel that there is a responsibility on them to make a creditable showing as representatives of their class. They naturally are more eager and vigorous in their performances than they would be in an everyday class.

An Example of Educational Progress in the Grand Rapids Public Schools

JENNIE JAMES, *Teacher of Girls' Physiology, Creston High School, Grand Rapids, Michigan*

Because with the trend of affairs and the demand for sturdy bodies and clear thinking minds, educational leaders gleaned that the methods of the past were outmoded, which meant a revamping of the health work in our high schools. After controversy and much discussion a committee appointed by our Superintendent of Schools, Arthur W. Krause, formulated workable plans to master the objectives of health teaching in the high schools. First of all, the group decided to segregate the boys and girls in their physiology classes. General Science in the 9th grade or Biology in the 10th was selected as prerequisites for the higher training. Physiology classes were transformed from the formal type of academic subject to a practical, self-motivated course. Physiology was also made a laboratory subject in the science department, meeting five times a week.

There were numerous felt needs, such as physical examinations, vaccinations, outdoor activities, cleanliness, posture, first aid, adequate sleep, home visitations, parents' visiting classes, grooming, everyday manners, co-operation, personality development, use of leisure time, the proper food, reading habits, and so we could continue with all the health habits vital to the individual. Learning the why of them and consequently striving to develop them called for a complete change in the educational method of teaching.

In the first place, the physiology classes were organized with officers of the students own choosing. The major felt needs were provided for. As a result, several students had more than one office, thereby giving them responsibility in several fields. Among them were hiking chairmen, experiment chairmen, research chairmen, health habit chairmen, chairmen on arrangements for class trips, librarian, publicity chairman, radio programs chairman, motion picture chairman, a chairman to arrange lectures from outside sources, and a question-box chairman, who leads the discussion on personal questions asked anonymously by the class.

Among the major outgrowths of this set-up, is the fine conquest of health habits. The class divides itself into two groups, each with a health captain who keeps a weekly record for each individual in her team. The health habits for this contest are divided into mental and physical, and two new ones are chosen each week. The points as suggested by the class members are listed as follows:

1 point a day for each mental and physical habit kept

10 points for an extra activity done once a week, plus

1 point for each additional time

15 points for a conquered undesirable habit

Suggested activities are:

Outdoor games of one and one-half hours such as: soccer, bicycling, hiking, tobogganing, golf, bowling, swimming, dancing, roller skating, basketball, ping-pong, sewing, horse-shoes, ice-skating, tennis, badminton, and horseback riding

There are various ways of terminating the contests, but the students take so much interest in the activities that they are an end unto themselves. This also affords a social opportunity because groups for the activities are formed within the class.

With such educational progress in health, stores of potential energy are converted into splendid personalities, healthy minds and sturdy bodies, which equip the individual for living.

Officers Club

LAWRENCE M. MORRIS, *Social Science Instructor, Mora, Minnesota*

The Officers Club of the Mora High School was organized this last fall. We have been guided by our preamble, objectives, and the articles of our constitution in carrying out our program during the year. I shall explain briefly some of the steps which we have taken in organizing our club, and some of the things which we have done and hope to do at our regular meetings. These will illustrate how we are working to gain our objectives.

We began the year by studying the election procedures, because our first activity was to elect our own officers. At our first meeting, we discussed the duties of the several officers of an organization. We then discussed the personal qualities which each officer should have, and the problems of nominating officers for our club. This was a full program for one meeting. It was suggested that before the next meeting, each one should consider carefully those to be nominated for the four offices which we were to fill.

At the second meeting, plans were made to nominate three candidates for each office. We decided that more than one meeting would be needed for twelve nominating speeches and for careful consideration of the ability of each candidate to perform the duties of the particular office for which he was nominated. Three meetings were planned for this work, and a temporary chairman was elected to preside at each of these three meetings. The officers were elected by secret ballot at the first meeting after the nominating speeches

had been finished.

The president has given the members an opportunity at each meeting to bring up specific problems that they are confronted with in the organization that they represent. Some of the problems that have been discussed are discipline, methods of collecting regular dues and special assessments, how to draw most of the members of organizations into discussions, and organization of meetings.

Another of the objectives of the club has been to "coordinate the extra-curricular activities of the school." Because of the newness of our club we have not accomplished as much in this phase of the work as we plan to next year. The club has cooperated with the student council of the school in checking conflicts of activities and also in canvassing support for these activities. The Officers Club has helped to launch a uniform system of checking and recording expenditures for all school organizations through a system which was drafted by the school administration. In as much as the membership of the club is limited to the leaders who are holding offices in the various school organizations, the club is in an advantageous position to help in coordinating extra-curricular activities.

In meetings to be held this spring, more consideration will be given to the importance of cooperation of members and officers of the several organizations. The work which we have already done is an excellent background for these meetings. It is becoming increasingly evident that the success of any organization is as much determined by the cooperation of all the members and the officers as it is upon the election of good officers and the adoption of good procedures. Cooperation in school club work is good training for cooperation in a democracy.

The purpose of studying parliamentary procedure has been to make school organizations
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Something to Do

The purpose of this department is to make available some definite suggestions for "activities" of the school. Our readers are invited to send in, and thereby share with other school people, such ideas as they have found effective and practical in their activity programs. All items for this department must be fewer than 500 words in length.

—The Editor.

ORGANIZE SOFTBALL TEAMS FOR SUMMER PLAY

THEO. J. BUELL, *Superintendent of Beecher High School, Flint, Michigan*

Softball games between your school and those of neighboring towns offer a favorable beginning of a complete summer recreation program. Twilight games between both girls' teams and boys' teams will gain the interest of many parents and townspeople.

Promote the organization of a "recreation association", and problems of finance, transportation, and management will be solved. There will be teams of men, teams of women, teams of boys, and teams of girls. There will be midget teams for younger children, although there will need to be playgrounds for the smaller children not interested in the game.

While such a program as this is not a school function and perhaps should in no way be connected with the high school organization, it does maintain and further school interests. The school is a logical place for the movement to start.

AUTOGRAPH BANQUET PROGRAMS

AARON V. STILES, *Director of Recreational Activities, Sacramento, California.*

If the number attending a school banquet is not too large, autographing of the printed programs will be a highly practical stunt, one that will enhance the value of the programs in years to come.

Such autographing should not be done in slipshod manner, proposed by someone informally. It should be done as a part of the program, at a stated time, and at the request of the master of ceremonies.

Be sure that program pencils are provided the guests and that there is "white space" somewhere on the programs sufficient for the signatures. Instruct the guests to write rapidly, not too large, and pass the programs

quickly to the left. In the long run this small expenditure of time will be as productive of pleasure as will any other part of the banquet evening.

OPEN AND CLOSE SCHOOL WITH A FLAG CEREMONY

R. J. MILLER, *Principal of South Fork Community High School, Kincaid, Illinois.*

Raise and lower the school flag to the tune of the bugle. At the sound of the tardy bell, raise the flag as the school bugler sounds reveille. Time the sounding of taps, to accompany the lowering of the flag and so it will die out at the sounding of the dismissal bell. During this ceremony, let everyone in school stand at attention, facing the flag.

This is an impressive way of reminding school citizens that they live "in the land of the free." Students coming to attention wherever they may be in the school building or on the school grounds is highly impressive and gives a wholesome solemnity to the occasion.

STAGE A QUIZZ PROGRAM

DONALD B. RICH, *High School, Glenwood City, Wisconsin.*

Prepare questions and answers carefully in advance and follow out the plan of one of the popular radio quizz programs. Take plenty of time for the preparation of the questions and answers, and make sure that this part of the plans is guarded with the strictest of secrecy.

Interest will be heightened by variations from the exact pattern of the radio program. If pennies are available, the idea of the "Take It or Leave It" radio feature will prove profitable in added audience interest.

Call groups of six or eight students from the audience. Choose them from all classes. Change them frequently to give a larger number a chance. Conclude the program with a round of the winners.

SOLICIT BOOKS FOR THE LIBRARY

NEAL R. NAVEN, *Milwaukee, Wisconsin*

Organize for a book drive. Bring together and make available hundreds of books in your community that are not being used, that have not been opened in months, that will not be touched in months to come, if they

are left where they are. Point out the thoughtlessness and selfishness that keeps good books out of circulation. Give friends of the school an opportunity to do the school a distinct favor without any cost to them.

Spring house cleaning time and the close of the school year is the psychological moment for a book collection campaign. Carry it out in your own manner, but get it under way.

Officers Club

(Continued from page 378)

function more efficiently. There has been no desire to make the study of parliamentary law a technical study. Practical and correct parliamentary procedures will be developed by use and experience.

We, who organized the Officers Club at Mora, believe that the future success and contribution of the club will depend in part upon the continued support and backing of the administration and faculty of the school. We contend that very few high school organizations have the tradition behind them that is necessary to perpetuate themselves and to continue an active and progressive program without an outside "push." If, without these traditions, we can by the election of efficient officers and by the cooperation of all of its members make the Officers Club a success, we will prove to our own satisfaction that there is a real place for this work in the high school.

A Record of Trego Community High School

W. H. ELLIOTT, *Trego County Community High School, WaKeeney, Kansas*

Frequent demands for old athletic scores and for information on former school events here created an incentive for research on former school activities. This work extended over a two-year period. Sources were newspaper files, year books, student newspapers, office files, and contacts with former students and teachers.

What we now have is a usable, authentic, year-by-year account of the growth of our high school. All this information has been compiled in a 210-page volume and is available in our library. It is desired to place a copy in the city library, the city newspaper office, the county superintendent's office, the city grade schools, and the office of the high school principal.

The index of material contains, among other things, the following:

1. ORGANIZATION AND ENROLLMENT.

School board members.

Faculty

Enrollment.

Mileage paid to T. C. H. S. students.

Organization of T. C. H. S.

Vote on H. S. bonds, 1912.

Laying of the corner of the new building.

Moving into the new building.

Dedication of the building.

A T. C. H. S. night school.

Student-Faculty Council.

Gymnasium built.

Canopy built over the gym entrance.

Electric clock system given to school.

Building of a new boys' dressing room.

Vocational agriculture added to course of study.

Dedication of new athletic field.

Enlargement of study hall.

Music and Home Ec. building constructed.

Flood lights for football.

N. Y. A. work program

Addition to Music and Home Ec. building.

Fire in the Music building.

2. ATHLETICS.

Baseball

Basketball (boys)

Basketball (girls)

Football

Track

3. DEBATE.

4. MUSIC.

5. ORGANIZATIONS.

Girl Reserve.

Hi-Y Club.

Honor Society (National Athletic)

Honor Society (National)

6. PLAYS GIVEN AT T. C. H. S.

7. PUBLICATIONS OF T. C. H. S.

8. SOCIAL AND OTHER ITEMS.

Includes:

General school items.

Junior-Senior banquets.

Commencements.

Class presidents since 1924.

Commercial department items

Vocational agriculture items.

Home Economics items.

Forensic items.

9. ALUMNI

10. GRADUATES.

It is suggested that the above project would be an excellent one for English and history classes in any school.

BOW AND ARROW MATERIALS

GOOD HICKORY STAVES—flat type 1 1/2-8 to 1 3/4" wide 60c each; \$6.00 doz. LEMONWOOD—flat or sq. staves \$1.25 each; \$12.00 dz. Alaska spruce shafts \$3.25 dz. WHITE BIRCH SHAFTS—\$1.60 per 100; brass tips \$1.60 per C; Colored nocks \$2.25 per C; No. 2 barred pointers 60c per C; colors 80c. All size targets and faces. Prompt delivery. Our folder free.

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New Helps

- **LET'S MAKE A PLAY**, by George F. Willison. Published by Harper and Brothers, 1940. 302 pages.

Here is a unique book, interesting to everyone concerned with educational dramatics and creative expression generally. It is a collection of children's plays—conceived, written, and staged by children. More than that, it is an exposition by the author, showing how the plays came about. Although created to stimulate the creation of plays by children, the book has the more simple and immediate use of supplying children's plays ready for performance. This is a most modern and progressive book for teachers.

- **TEACHER AND COMMUNITY**, by Dorman G. Stout, Professor of Social Science, State Teachers College, Johnson City, Tennessee. Published by World Book Company, 1941. 242 pages.

This is a volume dealing with a fundamental concern of all educators—the interpreting of the school to the community. It emphasizes school-community cooperation and presents in an effective manner programs and techniques by which schools and communities may work together. It is a distinct contribution to a much needed program by which the community may be made to appreciate the up-to-date school and by which the home may be helped to coordinate its efforts with those of the school.

- **A SOUND BODY**, by W. W. Charters, Dean F. Smiley, and Ruth M. Strang. Published by the Macmillan Company, 1941. 310 pages.

This is **BOOK EIGHT** in the Macmillan Health and Growth Series. Richly illustrated with photographs of interest to children, this health book consistently meets children on their own ground in a program of health instruction. The following subjects are treated here in a functional manner: Food; Disease Prevention; Safe Water; Teeth; Eyes, Ears, Nose and Throat; Exercise; Stimulants and Narcotics; Safety; and Posture. A glance at this book will convince a teacher of its effectiveness in the teaching of health.

- **THE RIGHT JOB FOR YOU**, by Esther Eberstadt Brooke. Published by Noble and Noble, 1941. 304 pages.

This book is a frank recognition of the increasingly difficult problem of getting a job

and an honest attempt to answer it. The author, herself the manager of an employment agency, knows the points of view of both employer and job-seeker. Here she sets down what the young man or woman should know, understand, and keep in mind in the important business of finding a position. Her counsel is timely and good.

- **LAUGH AND LEARN**, by Leon Ormond. Published by Greenberg, 1941. 277 pages.

Here is a volume that deals in an informal and readable style with the art of teaching with humor. The author has two objectives—first, the study of laughter in its entire relationship to education; second, the increasing of skill in the use of humor both in expression and appreciation. A wealth of mirth provoking material illustrates to the teacher or casual reader how he may develop his own techniques.

Comedy Cues

WOULD WELCOME?

Does our practicing make you nervous?" asked Malc Crawford, leader of the R.H.D. Pep orchestra.

"It did at first when I heard the neighbors discussing it," replied the man next door, "but now I don't care what happens to you fellows."

Rock-Hi-Nooz

MOUNTIN' TALK

What did the mountain say to the other mountain?

Hi, Cliff, you look rather peaked today.)
Clay County Commuter

A GOOD SUGGESTION

A stranger applied at the police station for lodging, and when asked his name, replied that it was Smith.

"Give me your real name," he was ordered. "Well," said the applicant, "put me down as William Shakespeare."

"That's better," the officer told him. "You can't bluff me with that Smith stuff."

NO QUESTIONS UNANSWERED!

An interesting advertisement which appeared in the college paper:

"If the gentleman who took my psychology notes from the cloak-rack will return them before exams, no questions will go unanswered."

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Because of the complex interrelation of the various extra-curricular activities and interests, many of the articles listed here might properly have been classified under a number of headings. To have listed items more than once would have been confusing, and so they have been placed arbitrarily according to the arrangement that seems most logical. Cross references have not been made, because they would be too numerous for space available and too involved for convenient use.

Editorials, book reviews, comedy cues, many news items, and other short items do not appear in the above classifications.

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